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bulletin of undergraduate studies

1971 - 1973



bulletin of undergraduate studies

LOWELL STATE COLLEGE

1971 - 1973

Official publication of Lowell State College
Lowell, Massachusetts 01854



A MESSAGE FROM THE PRESIDENT

The Roman poet, Lucretius, has pictured the transmission of culture in terms of youthful runners in a stadium who pass flaming torches from hand to hand. "Et quasi cursores vitae lampada tradunt." The last three words of this hexameter form the motto of our College and symbolically sum up our goal-- "They pass on the torch of life." May your education at Lowell State College inspire you to commitment to truth and to service to mankind.

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COLLEGE CALENDAR, 1971-1972

Fall Semester

September	8	Wednesday	Upperclass Registration, Freshman Orientation, CLEP Testing
	9	Thursday	Upperclass Registration, Freshman Orientation, CLEP Testing
	10	Friday	Upperclass Registration, Freshman Orientation
	13	Monday	Upperclass Registration, American College Testing, Faculty Meeting
	14	Tuesday	Fall Classes Begin
	17	Friday	Last Day for Instructors to Publish Course Requirements
	24	Friday	Last Day to Add a Course
October	8	Friday	Last Day for Students to Complete Work for Uncompleted Spring Semester Courses (1971)
	11	Monday	Columbus Day -- no classes
	12	Tuesday	Last Day for Instructors to File Grades for Uncompleted Spring Semester Courses (1971)
			Last Day for Instructors to File Change of Course Grades for Spring Semester (1971)
	25	Monday	Veterans' Day -- no classes
November	1	Monday	Pre-registration for Spring Semester (1972) Begins
	12	Friday	Pre-registration for Spring Semester (1972) Ends
			Last Day for Students to File for Equivalency Examinations
	17	Wednesday	Last Day for Instructors to Notify Students of "D" and "F" Mid-Term Records
	19	Friday	Last Day to Withdraw from a Course with Grade of "W"
	22	Monday	Last Day for Seniors to File Programs of Study for Graduation Approval
	25	Thursday	Thanksgiving Recess Begins
	29	Monday	Classes Resume
December	18	Saturday	Winter Recess Begins
January	3	Monday	Classes Resume
			Registration for Spring Semester (1972) Begins
	4	Tuesday	Last Day for Course Evaluations Prior to Final Examinations
	11	Tuesday	Fall Classes End
			Last Day to Withdraw from Courses with Grade of "WP"
			Registration for Spring Semester (1972) Ends
	12	Wednesday	Reading Day -- no classes
	13	Thursday	Fall Examinations Begin
	21	Friday	Fall Examinations End
	29	Saturday	National Teachers Examinations (Required for All Seniors in Teacher-Education Programs)

COLLEGE CALENDAR, 1971-1972

SPRING SEMESTER

January	31 Monday	Spring Classes Begin
February	4 Friday	Last Day for Seniors to File for Graduation
		Last Day for Instructors to Publish Course Requirements
	11 Friday	Last Day to Add a Course
	21 Monday	Washington's Birthday -- no classes
	25 Friday	Last Day for Students to Complete Work for Uncompleted Fall Semester Courses (1971)
	28 Monday	Last Day for Instructors to File Grades for Uncompleted Fall Semester Courses (1971)
	29 Tuesday	Last Day for Instructors to File Change of Course Grades for Fall Semester (1971)
March	6 Monday	Pre-registration for Fall Semester (1972) Begins
	17 Friday	Pre-registration for Fall Semester (1972) Ends
		Last Day for Students to File for Equivalency Examinations
	25 Saturday	Spring Recess Begins
April	3 Monday	Classes Resume
	12 Wednesday	Last Day for Instructors to Notify Students of "D" and "F" Mid-Term Records
	14 Friday	Last Day to Withdraw from a Course with Grade of "W"
	17 Monday	Patriots' Day -- no classes
May	8 Monday	Registration for Fall Semester (1972) Begins
	10 Wednesday	College Level Examination Program for Sophomore Students Begins
	11 Thursday	College Level Examination Program for Sophomore Students Ends
	16 Tuesday	Last Day for Course Evaluations Prior to Final Examinations
	19 Friday	Spring Classes End
		Last Day to Withdraw from Courses with Grade of "WP"
		Registration for Fall Semester (1972) Ends
		Last Day to File for Authorized Off-Campus Summer Study
	22 Monday	Reading Day -- no classes
	23 Tuesday	Spring Examinations Begin
	29 Monday	Memorial Day -- no classes
June	2 Friday	Spring Examinations End
	11 Sunday	Graduation (Date tentative)

COLLEGE CALENDAR, 1972-1973

FALL SEMESTER

September	6	Wednesday	Freshman Orientation, CLEP Testing (Freshmen)
	7	Thursday	Freshman Orientation, CLEP Testing (Freshmen)
	8	Friday	Freshman Orientation
	11	Monday	Faculty Meeting
	12	Tuesday	Fall Classes Begin
	15	Friday	Last Day for Instructors to Publish Course Requirements
	22	Friday	Last Day to Add a Course
October	6	Friday	Last Day for Students to Complete Work for Uncompleted Spring Semester Courses (1972)
	9	Monday	Columbus Day--no classes
	10	Tuesday	Last Day for Instructors to File Grades for Uncompleted Spring Semester Courses (1972)
			Last Day for Instructors to File Change of Course Grades for Spring Semester (1972)
	23	Monday	Veterans' Day--no classes
	30	Monday	Pre-registration for Spring Semester (1973) Begins
November	10	Friday	Pre-registration for Spring Semester (1973) Ends
			Last Day for Students to File for Equivalency Examinations
	15	Wednesday	Last Day for Instructors to Notify Students of "D" and "F" Mid-Term Records
	17	Friday	Last Day to Withdraw from a Course with Grade of "W"
	20	Monday	Last Day for Seniors to File Programs of Study for Graduation Approval
	23	Thursday	Thanksgiving Recess Begins
	27	Monday	Classes Resume
December	16	Saturday	Winter Recess Begins
January	2	Tuesday	Classes Resume
			Registration for Spring Semester (1973) Begins
	3	Wednesday	Last Day for Course Evaluations Prior to Final Examinations
	9	Tuesday	Fall Classes End
			Last Day to Withdraw from Courses with Grade of "WP"
			Registration for Spring Semester (1973) Ends
	10	Wednesday	Reading Day--no classes
	11	Thursday	Fall Examinations Begin
	19	Friday	Fall Examinations End

COLLEGE CALENDAR, 1972-1973

SPRING SEMESTER

January	29 Monday	Spring Classes Begin
February	2 Friday	Last Day for Seniors to File for Graduation Last Day for Instructors to Publish Course Requirements Last Day to Add a Course
	3 Saturday	National Teachers Examinations (Required for All Seniors in Teacher-Education Programs)
	9 Friday	Last Day to Add a Course
	19 Monday	Washington's Birthday--no classes
	23 Friday	Last Day for Students to Complete Work for Uncompleted Fall Semester Courses (1972)
	26 Monday	Last Day for Instructors to File Grades for Uncompleted Fall Semester Courses (1972)
	27 Tuesday	Last Day for Instructors to File Change of Course Grades for Fall Semester (1972)
March	5 Monday	Pre-registration for Fall Semester (1973) Begins
	16 Friday	Pre-registration for Fall Semester (1973) Ends Last Day for Students to File for Equivalency Examinations
	24 Saturday	Spring Recess Begins
April	2 Monday	Classes Resume
	11 Wednesday	Last Day for Instructors to Notify Students of "D" and "F" Mid-Term Records
	13 Friday	Last Day to Withdraw from a Course with Grade of "W"
	16 Monday	Patriots' Day--no classes
May	7 Monday	Registration for Fall Semester (1973) Begins
	9 Wednesday	College Level Examination Program for Sophomore Students Begins
	10 Thursday	College Level Examination Program for Sophomore Students Ends
	15 Tuesday	Last Day for Course Evaluations Prior to Final Examinations Spring Classes End
	18 Friday	Last Day to Withdraw from Courses with Grade of "WP" Registration for Fall Semester (1973) Ends Last Day to File for Authorized Off-Campus Summer Study
	21 Monday	Reading Day--no classes
	22 Tuesday	Spring Examinations Begin
	28 Monday	Memorial Day--no classes
June	1 Friday	Spring Examination End
	10 Sunday	Graduation (Date tentative)

EXAMINATION REGULATIONS

Final course examinations are generally expected for undergraduate courses of the College, but an instructor may substitute other types of evaluation for the formal course examination when, in his judgment, such substitution appears to be necessary or desirable and has been specified by his statement of course expectations. Final examinations are from one and a half to three hours long, according to the requirements of instructors.

Unless the instructor has made special arrangements with the Registrar, final examinations must be given at the time and place specified by the official examination schedule. Multi-section examinations may be scheduled by the Registrar at the time designated by the official examination schedule, such scheduling being arranged upon the petition of instructors and provided on a "first come-first serve" basis. Additional arrangements may be made with the Registrar for multi-section course examinations beyond those which are specifically provided by the official examination schedule, but instructors are advised that such arrangements are subject to the availability of rooms and to the priority of those course examinations which are specified by the official examination schedule. Instructors who cannot arrange such accommodations with the Registrar may not give multi-section course examinations.

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Final course evaluations may not be scheduled during the last week of classes--including written and oral examinations, music juries, and "take-home" examinations. "Take-home" examinations may be submitted to instructors during the examination period only. It is the responsibility of the instructor to notify each student in writing concerning the time and place for submitting such examinations.

Upon the recommendation of the chairmen of concerned departments, exceptions to the above regulations may be granted by the Academic Dean. Such exceptions will be granted only for circumstances which are clearly of an extraordinary or emergency nature.

Only in a relatively few cases is it possible for a student to pick semester courses whose examination schedules are in conflict. Under no circumstances, however, may a student register for such courses.

EXAMINATION SCHEDULE -- 1971-1973

Course Time	Exam Time	Fall 1971	Spring 1972	Fall 1972	Spring 1973
MWF 8:00 TTh 8:30	9:00-12:00 1:30- 4:30	Jan. 13 Thursday	May 23 Tuesday	Jan. 11 Thursday	May 22 Tuesday
MWF 9:00 TTh 10:00	1:30- 4:30 9:00-12:00	Jan. 14 Friday	May 24 Wednesday	Jan. 12 Friday	May 23 Wednesday
MWF 10:00 TTh 11:30	9:00-12:00 1:30- 4:30	Jan. 17 Monday	May 25 Thursday	Jan. 15 Monday	May 24 Thursday
MWF 11:00 TTh 1:00	1:30- 4:30 9:00-12:00	Jan. 18 Tuesday	May 26 Friday	Jan. 16 Tuesday	May 25 Friday
MWF 12:00 TTh 2:30	9:00-12:00 1:30- 4:30	Jan. 19 Wednesday	May 30 Tuesday	Jan. 17 Wednesday	May 29 Tuesday
MWF 1:00 TTh 4:00	1:30- 4:30 9:00-12:00	Jan. 20 Thursday	May 31 Wednesday	Jan. 18 Thursday	May 30 Wednesday
MWF 2:00 MWF 4:00	9:00-12:00 1:30- 4:30	Jan. 21 Friday	June 1 Thursday	Jan. 19 Friday	May 31 Thursday
MWF 3:00 Multi-section	1:30- 4:30 9:00-12:00	Jan. 15 Saturday	June 2 Friday	Jan. 13 Saturday	June 1 Friday



GENERAL COLLEGE INFORMATION

HISTORY OF THE COLLEGE

Lowell State College was established by an act of the General Court of the Commonwealth on January 6, 1894. Reflecting the educational philosophy and objectives of that time, the institution so created was named the Massachusetts State Normal School at Lowell and was charged with developing a two-year program in Elementary Education which would provide "the most thorough knowledge of the branches of learning required to be taught in the schools, the best methods of teaching these branches, and right mental training." The scope of the curriculum was expanded in 1912 when a three-year program in Music Education was initiated, and in 1927 the curriculum in Elementary Education was similarly extended. One year later, the program in Music Education was expanded to four years, and in the following year the first baccalaureate degree, Bachelor of Science in Education, was granted Music-Education. In 1932 the institution was made a four-year college and became the State Teachers College at Lowell with the right to confer the degree of Bachelor of Science in Education in both Elementary and Music Education.

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In September, 1959, the College received permission to offer curricula in Secondary Education and in the following year to initiate programs in the Liberal Arts. In keeping with these new functions, the institution was renamed the Massachusetts State College at Lowell. By direction of the General Court in 1967, the College initiated graduate programs in Elementary Education and Music Education and a year later was renamed Lowell State College. At the present time, the College is authorized to grant the following degrees: Bachelor of Arts, Bachelor of Music, Bachelor of Music Education, Bachelor of Science, Master of Education, and Master of Music Education.

PURPOSE OF THE COLLEGE

Since this institution opened its doors as a normal school on October 4, 1897, it has been charged with the education and preparation of teachers for the schools of the Commonwealth of Massachusetts. Although this charge remains an important responsibility of the College, Chapter 73 of the General Laws of the Commonwealth (1965) has directed Lowell State College "to provide educational programs, research, extension, and continuing educational services in the liberal, fine and applied arts and sciences, and other related disciplines through the master's degree level." Accordingly, the College recognizes the importance of its role as a multi-purpose institution, and it has sought not only to strengthen its Teacher-Education programs but also to develop strong programs in the Liberal Arts, Medical Technology, and Nursing.

LOCATION OF THE COLLEGE

Lowell State College is located twenty-five miles northwest of Boston and is situated on a thirty-acre campus in the northwestern periphery of the City of Lowell. The College campus, which has a commanding view of the Merrimack River, is easily accessible to Route 3 and to Interstate Routes 93 and 495.

ACADEMIC STATUS OF THE COLLEGE

Lowell State College is a fully accredited member of the New England Association of Colleges and Secondary Schools and of the National Council for Accreditation of Teacher Education. Accreditation indicates that this College is recognized and approved by the major regional and national associations concerned with the quality of higher education, and it assures that study undertaken here has transfer value to other accredited institutions of higher learning. The College is also a member in good standing with the American Association of Colleges for Teacher Education, the Eastern States Association of Professional Schools for Teacher Education, the American Association of University Women, and the Association of State Colleges and Universities.



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**PROJECTED COLLEGE CAMPUS
(1971-1976)**

1. Humanities Building
2. Maintenance Facility
3. Education Building
4. Administration Building
5. Dining Hall
6. Tennis Courts
7. Faculty Center
8. Nursing and Science Building
9. Concordia Hall
10. Fine Arts Building +
11. Library #
12. Student Union #
13. Classroom Buildings *

Under Construction, + Under Design, * Proposed

FACILITIES OF THE COLLEGE

ADMINISTRATION: Located in the center of the campus, this building houses the offices of the President, the Academic Dean, the Graduate Dean, the Director of Fiscal Affairs, the Director of Financial Aid, the Placement Office, and the administrative staff. This building also contains the Library, classroom facilities, a closed-circuit television studio, language laboratories, a music instruction center, a student lounge, and a cafeteria.

CONCORDIA HALL: Housing for 180 women students is provided in this dormitory structure which contains 90 single and 45 double rooms.

DINING HALL: This building, adjacent to the Nursing and Science Building, contains student dining halls which augment the cafeteria facilities located in the Administration Building.

EDUCATION: This three-storied building is the oldest campus structure and contains classrooms, an art studio, the College Bookstore, the Campus Police Department, and offices of the Departments of Education, History, Philosophy, and Visual Arts.

FACULTY CENTER: This building, the former Governor Allen estate, houses offices of the Department of Music and a conference facility for general faculty use.



FACULTY OFFICE BUILDINGS: Several departments are located in quarters which are separate from major campus buildings. The Department of English is located at 22 Rolfe Street, the Department of Foreign Languages at 66 Wilder Street, the Sociology staff of the Department of Behavioral Sciences at 90 Wilder Street, the Department of Mathematics at 94 Wilder Street, and the Psychology and Counseling staffs of the Department of Behavioral Sciences at 100 Wilder Street.

FINE ARTS: Housing for the Departments of Art and Music will be provided in this structure, presently under design. Art and music classrooms, studios, and an auditorium suitable for symphonic and operatic productions will be some of the basic facilities of this building.

HUMANITIES: This building consists of a central structure and two wings. The central part contains science laboratories, music and humanities classrooms, the Office of the Registrar, and offices of the Physical Science staff of the Department of Science. One wing contains the College gymnasium, offices of the Department of Physical Education, and the Health Service office. The other wing houses the Little Theatre and a theatre-arts workshop.

LIBRARY BUILDING: This structure, for which construction was initiated in the fall of 1971, will contain ample library facilities to support the anticipated expansion of the College. In addition to the usual areas for books and for study, the building will contain a bindery, rooms for special collections, two large lecture halls, typing rooms for students and faculty members, and rooms for multi-sensory media.

NURSING AND SCIENCE BUILDING: This facility contains large lecture halls, science and nursing classrooms, laboratories, a botanical greenhouse, and offices of the Dean of Admissions, the Department of Nursing, and the Biology and Chemistry staffs of the Science Department.



LIBRARY AND STUDENT UNION

STUDENT UNION: This facility, for which ground was broken in the fall of 1971, will contain a student lounge and recreation area, adequate offices and meeting rooms for students and alumni, a post office, and the College Bookstore.



UNDERGRADUATE ADMISSION POLICIES

APPLICATION PROCEDURES

Candidates for admission to the College should (1) complete prior to February 1 the appropriate application forms provided by the Office of Admissions, (2) request high school principals or guidance directors to forward to the Dean of Admissions personal character ratings and transcripts of secondary school grades--including grade reports for at least the first quarter of the senior year, and (3) arrange to take the College Entrance Examination Board Scholastic Aptitude Test and appropriate Achievement Tests. Detailed information concerning the College Entrance Examination Board tests and the dates throughout the year on which they will be given may be secured from the Dean of Admissions, high school principals or guidance directors, or the Educational Testing Service, Princeton, New Jersey. Information concerning the requirements of Lowell State College for the College Entrance Examination Board Achievement Tests is provided in the following section. Following receipt of application forms, transcripts of high school records, and scores on the Scholastic Aptitude and Achievement Tests, the Dean of Admissions will arrange appointments for personal interviews of applicants by appropriate members.

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No quotas are used in admission processes and every applicant is judged on the basis of his individual promise as a student and as a person. Recognition is given to honors courses in evaluating grades, but the Admissions Office is equally interested in subjective evaluations and thus solicits careful reports from counselors, teachers, and staff officers who are personally acquainted with applicants. Through the faculty interviews and school reports, the Admissions Office seeks information on the whole range of interests and accomplishments of applicants. Whether these be artistic, athletic, dramatic, literary, musical, scientific, or a variety of other talents, the Admissions Office seeks promising students whose presence on the campus will be mutually enriching. Strength of character, perseverance, and maturity are highly desired, especially as they

give indications of the leadership potential so vital to those professions for which Lowell State College prepares.

Lowell State College makes a special attempt to attract students from disadvantaged backgrounds through cooperation with such programs as METCO and ODWIN.

It is the policy of the Board of Trustees of the Massachusetts State Colleges that students seeking admission to state colleges will be evaluated on their merits without respect to their race, color, creed, natural origin, age or sex, as prescribed in applicable federal and state law.

SECONDARY SCHOOL PREPARATION

All high school graduates seeking admission to Lowell State College must present a minimum of sixteen Carnegie units of course work. The College desires applicants to present course work which has been undertaken within college preparatory curricula, but it considers the quality of the applicant's record to be more important than the completion of prescribed preparatory programs. Eight units of secondary school work must be distributed as follows:

English	4 units
United States History	1 unit
Laboratory Science	1 unit
College Mathematics	2 units

Applicants who wish to matriculate for the Bachelor of Arts degree should also present two Carnegie units of course work in a single classical or modern foreign language which is suitable to those undergraduate studies offered by the College. Students who wish to major in Biology, Medical Technology, and Nursing are advised to present biology and chemistry as part of their secondary school course work. Students intending to major in French are advised to present four units of high school course work in French.

REQUIRED ADMISSIONS EXAMINATIONS

All applicants for admission to the College are required to take the Scholastic Aptitude and Achievement Tests of the College Entrance Examination Board. The Achievement Tests should be taken in English Composition and in two other fields appropriate to the student's intended course of study. For example, an appropriate test sequence for Medical Technology, Biology, and Nursing majors would be biology and mathematics or chemistry. The College encourages students to take the Achievement Tests in December or January of their senior year in such continuing subjects as English, foreign languages, and mathematics and in May or July of their junior year in those subjects completed at this time.

Students who wish to apply for Music programs offered by the College are required to take the English Composition Achievement Test and one other Achievement Test of their choice. They must also achieve satisfactory scores on written tests of musical aptitude and basic music theory which are administered by the Music Department and they must demonstrate their vocal or instrumental ability. Music aptitude and performance tests are given by the Music Department on four different occasions during the college year. Applicants will not be invited to take the special music tests at the College until all their credentials have been approved by the Dean of Admissions.

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TRANSFER POLICIES

Students requesting transfer to Lowell State College from community colleges and from other accredited, four-year, degree-granting institutions are admitted only if vacancies in degree programs of Lowell State College exist. Although preference for admission is based upon the record of each individual transfer applicant as of July 1 of the transfer year, **the final deadline for transfer application is March 1.** All existing transfer credits must be presented to the College at the time of application for transfer, and under no circumstances will the College consider course work undertaken by the student prior to admission which is presented after his transfer to the College. It is the responsibility of the student seeking transfer for arranging with the institution in which his previous course work was taken to forward to the Registrar no later than July 1 an official transcript of his total academic record. Students who fail to comply with this regulation will not be permitted to register for course work at the College.

A transfer applicant must meet the general admission standards of Lowell State College and the retention standards of the program to which he seeks admission. The College will accept credits of "C" or better which are earned in comparable courses offered by other accredited, degree-granting institutions, such comparability being determined by the relevant departments of the College. Baccalaureate degree requirements for all transfer students are determined solely by Lowell State College. Transfer students are not admitted with "conditions." Course work completed at institutions which are not accredited by the major regional accrediting associations is not acceptable for transfer to Lowell State College. Nor is course work of a part-time non-matriculated nature, course work completed through extension or adult-enrichment programs, course work completed within an accredited institution's associate degree programs which is unacceptable to the institution for its own baccalaureate programs, course work taken in post-secondary school diploma programs, or course work which has been taken more than seven years prior to the date when a student applies for transfer. Such competencies as a student may have achieved through course work which is unacceptable for regular transfer, however, may be recognized by the College through procedures for advanced placement with course credit through examinations.

A transferring student who presents no more than 60 semester hours of course work for transfer to Lowell State College and who wishes to undertake authorized off-campus summer school course work must comply with the regulations currently in effect for matriculating students of the College. Students who are interested in undertaking summer school course work prior to their attendance at Lowell State College should consult the policy for Authorized Off-Campus Study and the official College Calendar (which appear elsewhere in the catalogue) for established procedures and deadlines.

ADVANCED PLACEMENT WITH COURSE CREDIT THROUGH EXAMINATIONS

Advanced placement with college credit and reduction of distributions of the Uniform College Requirements are granted upon the recommendations of the several collegiate departments to entering students who have demonstrated college-level proficiency through established procedures.

Students entering the College as freshmen or as transfer students may elect to challenge General Education courses of the Uniform College Requirements through the general and/or subject examinations of the College Level Examination Program (CLEP), the Advanced Placement Examinations of the College Entrance Examination Board, the Achievement Tests in foreign languages of the College Entrance Examination Board, and foreign language achievement tests administered by the Department of Foreign Languages of Lowell State College.

1. College Level Examination Program

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a. General Examinations

Students may be granted college credit for scores of "500" or better on the following bases:

CLEP EXAMINATION	CREDIT ALLOWED	AREA OR COURSE EQUIVALENT
English Composition	3 sh	English Composition *
Natural Sciences	6 sh	Laboratory Science Requirement
Social Sciences	6 sh	Area I (Social Sciences)
Humanities	6 sh	Area II (Humanities)
Mathematics	6 sh	Area III (Symbolics)

*English Composition will be credited toward the Area III requirement for students who have not received credit for the mathematics examination.

Students who have received Area III credit for the mathematics examination and who have satisfactorily completed the English composition examination will have the appropriate composition credits counted within the Additional General Education Requirements.

b. Subject Examinations

Students may be granted college credit for scores of "50" or better for those subject examinations which are listed under the regulation entitled "Course Equivalency Procedures."

2. Advanced Placement Examination of the College Entrance Examination Board

College credit and reduction of distributions of the Uniform College Requirements are granted upon the recommendations of the several collegiate departments to entering students who have demonstrated college level proficiency through Advanced Placement Examinations of the College Entrance Examination Board. College credit generally will be given for scores of "5," "4", and "3". Credit will not be given for scores of "2" or "1" although advanced placement without credit may be recommended by departments when this appears to be in the best interest of the student.

3. Foreign Language Achievement Tests of the College Entrance Examination Board

College credit and reduction of distributions of the Uniform College Requirements are granted upon the recommendations of the Department of Foreign Languages to entering students who have demonstrated satisfactory language competency through the Language Achievement Tests of the College Entrance Examination Board. College credit on the intermediate level will be given to students achieving scores of "550" or better in tests of foreign languages which are offered by Lowell State College. Such credit will satisfy the foreign language proficiency requirement for the Bachelor of Arts degree.

4. Foreign Language Achievement Tests Administered by Department of Foreign Languages

College credit and reduction of distributions of the Uniform College Requirements are granted to entering students who have demonstrated satisfactory language competency through reading examinations in foreign languages which have been administered by the Department of Foreign Languages. College credit on the intermediate level will be given to students achieving satisfactory scores in tests of foreign languages which are offered by Lowell State College. Such credit will satisfy the foreign language proficiency requirement for the Bachelor of Arts degree.

The maximum credit which may be granted to an entering student through course transfer and examinations of the College Entrance Examination Board and the Department of Foreign Languages is 60 semester hours. Additional credit (to an absolute maximum of 75 semester hours for combined transfer and examination credits) may be granted to students after admission to the College through the subject examinations of the College Level Examination Program and equivalency examinations of academic departments of the College when such examinations have been taken within the provisions of those regulations governing course equivalency. Under no circumstances will duplicating examination credit be granted to students who present formal course work for transfer.

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RESIDENCY AND ACHIEVEMENT REQUIREMENTS FOR TRANSFER AND ADVANCED PLACEMENT STUDENTS

All students entering the College through transfer and advanced placement procedures must fulfill a minimum residency requirement of two years of full-time study (not less than 12 hours per semester) and must be in residence for both semesters of their senior year. Students who are admitted to junior-class standing through policies for advanced placement with college credit and through transfer policies must maintain 2.00 cumulative averages during each of their junior and senior years and must attain at least 2.20 averages in their major studies by the end of their senior year.



UNDERGRADUATE FINANCIAL INFORMATION

COLLEGE EXPENSES *

For Entering Students Only (one-time charge)

Application Fee (to accompany application)	\$10.00
Acceptance Fee (to be paid within two weeks of notification of acceptance)	20.00

For All Students of the College (annual charge)

Tuition (residents of Massachusetts)	\$200.00
Tuition (non-residents of Massachusetts)	600.00
Athletic Fee	15.00
Library Fee	10.00
Student Activities Fee	35.00
Books (estimate)	150.00
Dormitory Housing (women students only)	470.00
Approved Housing (men and women students)	400.00-500.00

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There are additional expenses for which the student should plan in estimating his total expenses for each year. These include the cost of a regulation uniform for physical education at approximately \$20.00 (purchased in the freshman year), a laboratory breakage fee (\$15.00 in the freshman year and \$15.00 per year for Biology, Chemistry, Earth Sciences, Medical Technology, and Nursing majors), a late registration fee (\$5.00 per semester when applicable), a music fee (\$5.00 per year for Music majors), a dormitory breakage deposit (\$25.00 when accepting room assignments), and a placement fee (\$5.00 for graduating seniors). Other student fees include class dues and social activities fees. Students who commute to the College should also include an estimate of expenses for noon meals and for daily transportation.

* All expenses are effective for September, 1971, and are subject to change without notice.

The College cafeteria offers the following options for student meals :

	Per Week	Per Semester
1. 3 meals per day, 7 days a week	\$15.00	\$255.00
2. 3 meals per day, 5 days a week (Monday through Friday)	\$12.90	\$219.30
3. Choice of 2 meals (Monday through Friday)	\$11.45	\$194.65

PAYMENT OF FEES

Students will be permitted to attend classes and to use College facilities only after they have cleared their financial obligations or have made satisfactory arrangements for payment. All fees are payable in advance, on or before the day of registration for each semester. The tuition fee is payable in two installments. Residents of the Commonwealth registered for full-time study must pay \$100.00 at the beginning of each semester. Non-resident students must pay \$300.00 per semester. Students studying on less than a full-time basis pay in accordance with the above schedules.

The student activities fee of \$35.00 and the athletic fee of \$15.00 are payable in full in September on the day of registration. Dormitory fees are paid in three installments, a \$25.00 deposit paid immediately upon notification of room assignment, \$235.00 on the day of registration in September, and \$235.00 on the day of registration for the second semester. The meal charge is paid semi-annually on the day of registration for each semester. Other required fees of the College are paid in two equal installments on the day of registration for each semester. No student will be permitted to register for classes until he has discharged his indebtedness to the College, including payment of all library fines and liabilities.

Checks or money orders for payment of fees and tuition must be made payable to Lowell State College. Checks for the meal fee must be made payable to the appropriate food service corporation, the name of which may be secured from the Bursar.

TUITION REFUND SCHEDULE

After the 1st week but before the 2nd week	100 % refund
After the 2nd week but before the 3rd week	80 % refund
After the 3rd week but before the 4th week	60 % refund
After the beginning of the 4th week	no refund
All fees of the College are non-refundable	

FINANCIAL AID

Scholarship Programs

Every student at a Massachusetts state college is a scholarship student since the cost to the Commonwealth for a student's education is considerable more than the tuition and fees which are charged. Although Lowell State College provides only one scholarship as such, some students can qualify for local and state scholarships. The City of Lowell supports sixty scholarships to the College, forty of which are reserved for students of nursing. These scholarships, for Lowell residents only, provide payment of tuition costs during the entire undergraduate period, provided that the recipient maintains a satisfactory scholastic record. Commonwealth Scholarships are administered by the Board of Higher Education and are available to residents of Massachusetts on the basis of academic promise and demonstrated financial need. Applications for these scholarship programs should be secured from appropriate high school guidance offices early in the applicant's senior year. The William R. Fisher Memorial Scholarship is awarded annually to an entering freshman music student and is not renewable.

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Loan Programs

Loans to students are normally administered through three channels: the College, state guaranteed loan agencies, and private organizations. The College administers such federal programs as the National Defense Student Loan Program, the Federal Nursing Student Loan Program, the Educational Opportunity Grants Program, and the College Work-Study Program. The College also administers two loan funds established by previous classes: the Student Loan Fund (est. 1899) and the George Anthony Walsh Loan Fund (est. 1953). For

all federal loan and work opportunity programs, academic merit and financial need are the two chief criteria considered when applications are reviewed. High school candidates for such programs must file the Parent's Confidential Statement no later than March 1 of their senior year, and preferably at the time of application for admission to the College. The Parent's Confidential Statement form may be obtained from the student's high school guidance office or from Mr. Leonard Andrusaitis, Director of Financial Aid, Lowell State College, Lowell, Massachusetts 01854. The completed Parent's Confidential Statement should be sent directly to the College Scholarship Service, Box 176, Princeton, New Jersey 08540.

The following listings summarize the basic purposes and eligibility requirements of the major loan programs available to students of the College.

FEDERAL ASSISTANCE PROGRAMS

NATIONAL DEFENSE STUDENT LOANS: National Defense Student Loans are made to needy and worthy students from funds provided under the terms of Title II of the National Defense Education Act of 1958 (Public Law 85-864). To be eligible, students must be American citizens or permanent residents of the United States. They must be attending or planning to attend college and carry the normal fulltime academic work load as determined by the institution. The general terms are as follows:

1. All students accepted for admission or already enrolled in good standing are eligible to apply.
2. A maximum of \$1000 per year beginning with the freshman year and a maximum of \$5000 may be borrowed.
3. Loans under this program are granted through the College.
4. Financial need must be considered and loans may not be granted in excess of need. Moderate income families may participate in this program.

5. Repayment must begin one year after the completion of formal education unless military service, VISTA, or Peace Corps duty intervenes and must be completed within ten years.
6. Simple interest at the rate of 3% commences one year after the completion of formal education. No interest is charged while the student is in college.
7. For students who later go into elementary, secondary, or college teaching, one-half of all they have borrowed may be cancelled. This cancellation takes place at the rate of 10% of the total loan per year of teaching for a maximum period of five years. Entire loan may be cancelled 15% per year for Special Education or if teaching in specific low-income areas.

NURSING STUDENT LOAN PROGRAM: The Nursing Student Loan Program assists students who need financial assistance to pursue a course of study in nursing. The goal is to increase the opportunities for youth seeking careers in nursing by providing long-term, low-interest loans. The general terms of this loan program are as follows:

1. A maximum of \$1500 per year may be borrowed. The aggregate amount a student may receive for all years is \$6000.
2. Loans under this program are granted through the College.
3. Repayment must begin one year after the completion of formal education unless military service, VISTA, or Peace Corps duty intervenes and must be completed within ten years.
4. Simple interest at the rate of 3% commences one year after the completion of formal education. No interest is charged while the student is in college.
5. The entire loan may be cancelled 15% per year when the borrower is employed full time as a professional nurse in a public or non-profit hospital in any area determined to have a substantial shortage of nurses at such hospital.

STUDENT OBLIGATIONS UNDER FEDERAL LOAN PROGRAMS: When a student is about to graduate or is leaving Lowell State College for any reason, he should arrange with the Office of Financial Aid for a schedule of repayment of obligations incurred under either of the two preceding federal programs. At the same time, he should ascertain what supporting evidence he must supply each year if he teaches, attends graduate school, or enters the Peace Corps, VISTA, or military service. The borrower is responsible for keeping the Office of Financial Aid informed of any changes in his permanent address.

EDUCATIONAL OPPORTUNITY GRANTS PROGRAM: In conjunction with other forms of financial aid, the Educational Opportunity Grants Program provides assistance to students of exceptional financial need with the view of making possible a college education without an attendant indebtedness which would seriously impair future careers. The general terms of the program are as follows:

1. Applicants for this program must be citizens of the United States or must reside in the United States for other than a temporary purpose and with the intention of becoming citizens.
2. Applicants must be accepted for enrollment as full-time students or they must be students in good standing and in full-time attendance in undergraduate institutions.
3. Applicants must show evidence of creative promise and must be capable of maintaining satisfactory collegiate standing.
4. Applicants must evidence exceptional financial need. Such need is determined by the College on the basis of an applicant's family income, family assets, and family size.
5. Applicants must anticipate receiving other financial aid for at least the amount for which they have applied under the Opportunity Grants Program.

COLLEGE WORK-STUDY PROGRAM: The College Work-Study Program is a federally funded program which is designed to provide financial assistance to academically qualified students from low income families. It is possible for a student to finance his entire college education through a combination of loan programs, the Work-Study Program, and summer employment. Under ordinary circumstances, a student may plan his work program to accommodate his college class commitments. Students may work up to 15 hours weekly while attending classes full time, and during the summer or other vacation periods they may work for as many as 40 hours a week.

To qualify for this program during the freshman year, high school applicants must have been accepted for enrollment as full-time students. Other students must

be in good standing in their respective classes. A student's general eligibility depends upon his need for employment to defray college expenses, and preference is given to applicants from low-income families.

SPECIAL FEDERAL LAW RELATING TO ELIGIBILITY FOR STUDENT ASSISTANCE (P.L. 90-575--The Higher Education Amendments of 1968, Sec. 504)

If an institution of higher education determines, after affording notice and opportunity for hearing to an individual attending or employed by such institution that such individual has been convicted by any court of record of any crime which involved the use of or assistance to others in the use of force, disruption, or the seizure of property under control of any institution of higher education to prevent officials or students in such institutions from engaging in their duties or pursuing their studies, and that such crime was of a serious nature and contributed to a substantial disruption of the administration of the institution with respect to which such crime was committed, then the institution which such individual attends or is employed by shall deny for a period of two years any further payment to, or for the direct benefit of such individual.

If an institution denies an individual assistance under the authority of P.L. 90-575, Sec. 504, then any institution which such individual subsequently attends shall deny for the remainder of the two-year period any further payment to or for the direct benefit of such individual.

If an institution of higher education determines, after affording notice and opportunity for hearing to an individual attending or employed by such institution that such individual has willfully refused to obey a lawful regulation or order of such institution, and that such refusal was of a serious nature and contributed to a substantial disruption of the administration of such institution, then such institution shall deny for a period of two years any further payment to or for the direct benefit of such individual.

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STATE GUARANTEED LOAN PROGRAMS

Another type of loan available to students of the Commonwealth is the Massachusetts Higher Education Loan Plan. The determination of financial need for this loan program is less rigorous than for loans administered by commercial banks and loan agencies. A student who is a permanent resident of Massachusetts may borrow up to \$1000 a year for undergraduate study. There is no interest charge on such loans while the student is in college, provided parental adjusted income is under \$15,000. Upon leaving college, a student is charged a fee of 3 % per year on the unpaid loan balance. Monthly repayment of the loan begins within one year after graduation. Loan applications are available at commercial and mutual savings banks, federal savings and loan associations, credit unions,

and cooperative banks in the town of the student's residence. Specific inquiries regarding this program should be addressed to :

The Massachusetts Higher Educational Assistance Corporation
511 Statler Building
Boston, Massachusetts 02116

Students who are residents of New Hampshire should solicit information from their local banks for similar programs.

Private Organization Loan Programs

Such private organizations as church groups, credit unions, labor unions, veterans organizations, and service and trust corporations also administer student loan programs for qualified students. Further information on loans from private organizations is generally available through the high school guidance office.

Commercial loans to parents of students are of two types: commercial bank loans, and those from leading institutions specializing in college loans. Generally, commercial loan plans provide payments either to the college or to parents and guardians of the student, with repayment in equal monthly installments. The length of repayment may vary from one semester through six years. A particularly attractive aspect of many commercial loan plans is the life insurance feature, which assures the uninterrupted availability of funds for the student to complete his planned education in the event of the disability or death of a parent or guardian. Local banks can provide information concerning such programs.

While commercial banks normally restrict their lending activities to students who reside in their localities, some lending agencies specializing in college loans are nation-wide. Although the College does not endorse any particular agency, three prominent New England firms are listed for the convenience of interested students: (1) Educational Funds, Inc., 10 Dorrance Street, Providence, Rhode Island; (2) Funds for Education, 319 Lincoln Street, Manchester, New Hampshire; (3) Richard Knight Agency, 6 St. James Avenue, Boston, Massachusetts.

VETERANS INFORMATION

The Veterans Administration has approved Lowell State College for undergraduate study. Massachusetts veterans of the Vietnam Conflict who are honorably discharged will be admitted to courses free of charge by paying the Acceptance Fee of \$20.00 and all other specified fees as applicable. Veterans who are registered for 12 or more semester hours of study are paid for full-time training; for 9-11 semester hours, three-quarter time training; and for 6-8 semester hours, half-time training.

A student eligible for veterans' training must take his honorable discharge to the Veterans Administration (Kennedy Memorial Building, Government Center, Boston, Massachusetts), where he will receive a certificate of eligibility to be presented to Lowell State College. Upon receipt of this certificate, the College will notify the Veterans Administration to initiate monthly payments to the student.

Veterans entering the College in September should be prepared to finance themselves through November, when first checks for benefits are normally issued. Benefit payments are made to veterans on a monthly basis after November.



UNDERGRADUATE ACADEMIC POLICIES

GRADING SYSTEM AND ACADEMIC STANDING

The College is organized on the semester basis and credits earned for successful completion of a course are expressed in semester hours. One semester hour means approximately one hour of class work and two hours of preparation per week.

The quality of the student's work in a course is officially recorded by a letter grade of "A," "B+," "B," "C+," "C," "D," "P," "F," "W," "WP," and "WF." A grade of "A" indicates that the quality of the work done by the student is superior. "B+" and "B" indicate work which has distinction. "C+" and "C" indicate work which is satisfactory. "D" indicates work which meets the minimum requirements for passing a course. "P" indicates passing work. "F" means failure for a course. "WP" designates a course withdrawal with a passing record. "WF" indicates a withdrawal from a course with a failing record.

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A grade of "I" (incomplete) is recorded at the request of an instructor for extenuating circumstances and indicates (1) that the work of the student in the course is qualitatively satisfactory but that for legitimate reasons a minor part of his course work remains to be completed; or (2) that the record of the student in the course justifies the expectation that he will obtain a passing grade but he has been unavoidably absent from the final course evaluation. An instructor who files a grade of "I" with the Registrar must also file the standard "Incomplete Course Form" with the Academic Dean for each incomplete course grade which he assigns. A final grade to eradicate the incomplete status must be filed with the Registrar no later than one month after the date on which the succeeding semester begins or a grade of "F" automatically will be recorded for the course. Responsibility for removal of the incomplete status rests entirely with the student, who must arrange with the instructor for completion of course work.

The symbol "AU" when recorded on the permanent record card indicates that the student has registered for a course on an audit basis and has maintained a satisfactory attendance record throughout the semester. No credit is granted for courses which have been audited.

Academic standing and eligibility for a degree are determined by the quality of the student's course work. To ascertain the student's academic standing, the College uses a point system, each letter grade having an equivalent numerical value. A grade of "A" has a point value of 4.0, a grade of "B+" of 3.5, a grade of "B" of 3.0, a grade of "C+" of 2.5, a grade of "C" of 2.0, a grade of "D" of 1.0, and grades of "F" and "WF" of 0. The grade-point average is an index of the overall quality of a student's academic achievement, and to maintain a satisfactory academic standing each student must achieve the following averages: 1.50 for all course work taken during the freshman year; 1.75 for all course work taken during the freshman and sophomore years; 2.00 for all course work taken during the freshman, sophomore, and junior years; 2.00 for all course work taken during the freshman, sophomore, junior, and senior years; and 2.20 by the end of the senior year for all course work in major areas of study. Students who fail to achieve the required cumulative grade-point averages at the end of each academic year are dismissed from the College for inadequate scholarship. A grade of "P" in apprentice teaching courses or in elected "pass-fail" courses is not counted in computing a student's cumulative grade-point average. A grade of "F" or "WF" in apprentice teaching courses is counted in computing a student's cumulative average, but a grade of "F" or "WF" in an elected "pass-fail" course is not counted and is not entered upon the student's permanent record card.

GRADE CORRECTIONS

At the end of each semester, the Registrar's Office notifies each student by mail of the course grades he has been assigned. These grades become a part of the official record of the student immediately upon instructor assignment and are not subject to change except upon official authorization by the Academic Dean. Students who believe that mistakes have been made in assigning or recording course grades should notify the Registrar and concerned instructors as soon as possible after receiving their grade reports but in no case at a time later than one week after the beginning of the following semester. The deadline

for instructors to correct erroneous grade reports is one calendar month from the beginning of the semester following the filing of an erroneous grade. Under no circumstances may a grade change be made on a student's permanent record card after this date.

"PASS" COURSES (CREDIT-NO RECORD OPTION)

Students may register for one unrestricted elective course on a "pass" basis during the sophomore, the junior, and the senior years. Course work which is taken to satisfy the requirements for major and minor areas of study (including course work of teacher-education programs except apprentice teaching) and course work which is within the jurisdiction of the Uniform College Requirements for General Education may not be taken on a "pass" basis. Once a student has registered for a course on this basis, he may not change his enrollment status. A grade of "P" indicates that the student has received credit for the course and that he has satisfied the prerequisite conditions of those courses which specify the elected course as a requirement. Although grades of "P" for elected "pass" courses are recorded on the student's permanent record card, these course grades are not computed in cumulative averages. A grade of "F" or "WF" for an elected "pass" course is not entered on the student's permanent record card and accordingly does not affect his cumulative average. Apprentice-teaching courses are not within the jurisdiction of this regulation.

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REPEATED COURSE WORK

When a student receives a failure in a required course, he must repeat and pass it. A required make-up course must be approved by the chairman of the department in which the course was failed and must be taken in an accredited summer session or, when possible, during the regular academic year. (Consult the policy statement below for limitations upon semester course loads.) Courses in which "F" grades have been received must be repeated and passed before students may take courses for which those failed are prerequisites. An elected course in which a failing grade is earned need not be repeated, but other elected

course work must be undertaken when a student's total degree program will fall short of the required credit hours for graduation. Since cumulative grade point averages reflect all courses taken by a student, both the original failing grade and the repeated course grade are counted in computing such averages. A failing grade in a repeated course is not computed when prescribed registration procedures have been followed. When a student registers for a course which he has previously failed or for a course which he wishes to take in lieu of a course he has previously failed, he must notify the Registrar accordingly. Such notification must be made at the time of registration (when the make-up course is undertaken during the fall or spring semesters) or at the time of filing for authorized off-campus course work (when the make-up course is undertaken during the summer).

MATRICULATION AND REGULAR COURSE LOAD POLICIES

Matriculation is defined as a course of study appropriate to a student's pursuit of a baccalaureate degree that is not less than 12 hours per semester or that conforms with the recommended course programs of the several degree curricula of the College. Normally, a semester's program consists of 15 hours. Except for degree programs which specifically require it, a course load of more than 16 hours or fewer than 12 hours must be approved by the Academic Dean before registration. Such approval must be requested at the time of preregistration on the appropriate form provided by the Registrar and must bear the endorsement of the student's faculty advisor.

POLICIES FOR IRREGULAR COURSE LOADS

Permission for a course load in excess of 16 semester hours is granted only to superior students, normally those with a grade point average of 3.00 and higher. Upon the recommendation of a student's faculty advisor, the Academic Dean will also approve programs in excess of 16 hours for students who have achieved semester averages of 3.00 and higher immediately prior to the semester for which course loads in excess of 16 hours are contemplated. Unless specified as part of an approved academic program, additional course work beyond the maximum 16 hours must be carried for making up deficiencies or for "enrichment" purposes. It may not be taken to reduce the residence requirement for a degree. Qualified students may enroll for programs in excess of 16 semester hours for as many as three semesters during the sophomore, junior, and senior years. Under no circumstances may a student register for a program which is in excess of 18½ semester hours.

COURSE AUDIT POLICY

A student may audit undergraduate courses without credit provided that he obtains the permission of concerned instructors and enrolls his name in the roster of course auditors which is maintained by the Registrar. No charge is levied for full-time students for audited courses. Under no circumstance may a student change his auditor status after the date established for adding a course. (See College Calendar). Students who have enrolled their names on the roster of course auditors and who have evidenced satisfactory attendance in audited courses may have such courses listed on their official record cards. Such listing is made at the request of the instructor at the end of the semester when course grades are filed with the Registrar. Audited courses are characterized by the symbol "AU". Courses of a professional nature ordinarily may not be audited.

INSTRUCTOR COURSE REQUIREMENTS

Prior to the end of the first full week of classes of a semester each instructor is required to announce his course expectations to each of his students. Such an announcement must be in writing and must include a statement of course attendance requirements and specification of the number and types of course evaluations to be employed throughout the semester. One copy of this announcement is deposited with the instructor's department chairman for information purposes.

A minimum of three evaluations of student progress (written or oral examination, written report, or jury or performance evaluation) must be made in each course, at least one evaluation being required during each of the first and second eight week periods. Upon the request of a student, an instructor is required to provide a statement of the student's course progress prior to the established date for withdrawing from courses with the grade of "W". Students who are in danger of receiving course grades of "D" and "F" must be notified prior to the established date for withdrawing from courses with the grade of "W". (See College Calendar).

COURSE EQUIVALENCY PROCEDURES

Unusually qualified degree candidates are given the opportunity to receive credit for specific college courses (without having to fulfill the classroom or outside requirements) through two means: (1) departmental equivalency examinations and (2) tests of the College Level Examination Program (CLEP).

Students desiring course credit through these means must file a petition with the Academic Dean during the fall or spring preregistration period. Such a petition must be presented on the appropriate form provided by the Office of the Registrar, must specify the course in which equivalency credit is sought, and must bear the endorsements of appropriate officers and faculty of the College.

Course credit through departmental equivalency examinations will be granted by appropriate departments only when such examinations have been passed with grades of "C" or better. Departmental equivalency examinations are not allowed for courses in progress, for courses which have been failed, or, ordinarily, for courses whose primary objectives are performance oriented. Students may not repeat departmental equivalency examinations and may not reapply for equivalency examinations in courses which have been previously attempted through such examinations.

Course credit through subject examinations of the College Level Examination Program will be granted by appropriate departments when students have achieved scores of "50" or above on any of the subject examinations which are enumerated on the following page. Prior to filing a petition with the Academic Dean for permission to substitute subject examinations of the College Level Examination Program for regular course work, students should consult with the Dean of Admissions concerning the date when CLEP is administered at Lowell State College or should write directly to the Massachusetts Regional Center at the following address: Boston University Counseling Center, 704 Commonwealth Avenue, Boston, Massachusetts 02215.

Courses which have been satisfied through course equivalency procedures are noted on the student's permanent record card. No grades for equivalency examinations are recorded on the permanent record card and such examination credit as may be granted is not computed in grade-point averages.

CLEP EXAMINATIONS *	CREDIT ALLOWED	COURSE EQUIVALENTS
Afro-American Studies	3	HI 346--Afro-American History
American Government	3	PO 111--Introduction to American Politics
American Literature	6	EN 241-242--History of American Literature
American History before 1865	3	HI 111--U.S. History to 1877
American History since 1865	3	HI 112--U.S. History since 1877
Analysis and Interpretation of Literature	3	EN 132--Types of Literature
Biology--Analysis	6	BI 101-102--General Biology
College Algebra	3	MA 103--College Algebra
Educational Psychology	3	FE 322--Educational Psychology
General Chemistry	4	CH 111--General Chemistry
General Psychology	3	PS 101--General Psychology
Geology	6	GL 201-202--General Geology
History of American Education	3	FE 305--History of American Education
Human Growth and Development	3	PS 163--Developmental Psychology
Introductory Calculus	3	MA 107--Introduction to Calculus
Introductory Economics	6	EC 101-102--Principles of Economics
Introductory Sociology	3	SO 101--Introduction to Sociological Analysis
Statistics	3	MA 203--Probability and Statistics
Tests and Measurement	3	FE 311--Measurement and Evaluation
Trigonometry	3	MA 105--College Trigonometry
Western Civilization	6	HI 101--Classical Civilization and HI 105--European History to 1789

* The faculty of each academic department within the College reserves the right to reject course equivalency credit as a means of satisfying major program requirements. When this right is exercised, the equivalency credits granted through CLEP examinations may be applied to the Uniform College Requirements or to elective courses.

COURSE CREDIT LIMITS THROUGH EQUIVALENCY PROCEDURES

The number of credits which a student may earn through departmental equivalency examinations and the general and subject examinations of the College Level Examination Program depends upon several considerations. For further information consult the College rules concerning "Minimum Requirements for Major Concentrations and Specializations", "Transfer Policies," "Advanced Placement Policies," and "General Degree Requirements." In general, a student entering the College as a freshman without course credit from the College Level Examination Program, the Advanced Placement Examinations of the College Entrance Examination Board, and the Achievement Tests in foreign languages of the College Entrance Examination Board may petition for a maximum of 60 semester hours of course credit through departmental equivalency examinations and/or tests of the College Level Examination Program. A student who enters the College as a transfer student with junior class status may challenge no more than 15 semester hours of course work through departmental and/or CLEP examinations.

RESIDENCY REQUIREMENT FOR MAJOR STUDIES

At least 50% of the student's major course work must be completed at the College and must be undertaken in regular classroom courses offered by the student's major department. Registered nurses who are graduates of diploma or associate degree programs and medical technology candidates who have received paramedical training in the Armed Forces and who have been granted 30 or more credits through both transfer and equivalency examination procedures may petition for a waiver of this requirement for the Medical Technology and Nursing specializations.

AUTHORIZED OFF-CAMPUS STUDY

A student who wishes to make up a failed course or to complete course work for any of the several baccalaureate requirements through summer-school study at other accredited, four-year, degree-granting institutions or at accredited community and junior colleges may apply for permission to undertake such studies by filing the "Authorized Off-Campus Study" form with the Registrar. This form must be filed prior to the official end of the spring semester and must specify the summer course (s) to be undertaken, together with the catalogue number (s) and course title (s) of the equivalent course (s) offered at Lowell State College, and must bear the endorsement of the following individuals: (1) instructors responsible for teaching equivalent courses at Lowell State College, (2) the student's faculty advisor, (3) the chairman of the department in which the summer school course equivalent is offered at Lowell State College, and (4) the Academic Dean. It is the responsibility of the student to secure a copy of the current summer school catalogue for the inspection of concerned College authorities and to make arrangements with the institution offering the authorized summer school studies for submitting an official course transcript to the Registrar. Under no circumstances will the Office of the Registrar accept a student's grade report in lieu of an official transcript.

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Upon receipt of an official transcript from the institution at which summer school courses were taken, notation of authorized summer course work (including course work which was failed) will be entered upon the student's permanent record card. Authorized off-campus course work will be treated in the same fashion as course work completed at Lowell State College and accordingly will be computed into a student's major and baccalaureate grade-point averages.

Students may not make changes in their authorized program of off-campus studies without the explicit permission of individuals authorizing such studies. Course work may not be authorized at institutions which are not accredited by the major regional accrediting associations. Nor may off-campus studies be authorized in extension or adult-enrichment programs or summer school programs of an accredited institution which are unacceptable to the institution for its own baccalaureate programs. Course work which is completed through procedures for authorized off-campus study may not be used to reduce the basic residency requirements of the College for baccalaureate degrees. (Cf. the following policy statements for further information: "Residency and Achievement Requirements for Transfer and Advanced Placement Students," "Resident and Formal Course Requirements for Major Studies," and "Uniform College Requirements for Undergraduate Study" (General Degree Requirements)).

COLLEGE HONORS

The College publishes each semester a list of students who have achieved honorable semester records and awards degrees with three levels of distinction at commencement upon those seniors who have exhibited exceptional scholastic abilities throughout their four years of undergraduate study. The Dean's List recognizes students who have achieved semester averages of 3.00 or higher for a minimum of 12 semester hours of work. Graduation "Summa Cum Laude" recognizes cumulative four year averages of 3.80 or higher, "Magna Cum Laude" a cumulative average of 3.40 to 3.79 inclusive, and "Cum Laude" a cumulative average of 3.00 to 3.39 inclusive. The Gold Key is conferred at commencement to those students who graduate "Summa Cum Laude." The Student Government Association annually awards the Silver Key to as many as four seniors on the basis of outstanding qualities of character, leadership, and loyalty to the College.

SPECIAL STUDENTS

Students desiring to pursue a special course of study not leading to a degree are admitted on an individual basis and only for extraordinary reasons. Ordinarily, "special student" status is reserved for persons holding a degree from a recognized four-year college or university. Students who have earned baccalaureate degrees from other accredited institutions may be admitted to Lowell State College as special students for the purposes of pursuing a second baccalaureate degree. Such students must pursue studies which are clearly distinct from those delimited by the major concentrations of their initial baccalaureate programs, must comply with the regulations of the Uniform College Requirements, and must satisfy both the prerequisite and major course requirements of their baccalaureate programs at Lowell State College. In order to qualify for a second baccalaureate degree, all students must complete a minimum of 60 semester hours at Lowell (of which no more than 15 semester hours may be earned through course equivalency procedures) and must be in residence for both semesters of their final year. Special students are subject to all general regulations of the College and pay the regular tuition fees plus all specified fees applicable to their programs of study.

OFFICIAL CLASS RANKING SYSTEM

Irrespective of the provisions of recommended courses of study, the class standing of undergraduate students is determined on the basis of total credit hours completed and recorded as follows:

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Classification	Earned Hours
Freshman	0-29
Sophomore	30-59
Junior	60-89
Senior	90-Graduation
Special Student	60-Graduation

WITHDRAWAL FROM THE COLLEGE

Students desiring to withdraw from the College are required to discharge all financial obligations to the College, to return all College property, and, if possible, to have a conference with the Academic Dean, the Dean of Men, the Dean of Women, or the Director of Student Counseling. All withdrawing students must file a written notification of withdrawal with the Registrar. When withdrawal occurs prior to the end of a semester, failure to comply with the provisions of this regulation will necessitate failure of all courses for which the student is enrolled at the time of his unauthorized withdrawal. A student who withdraws with permission of the College prior to the date established for withdrawing from courses receives a grade of "W" in each of his courses. Students who withdraw with permission of the College after this date receive grades of "WP" or "WF" in each of their courses in accordance with their academic performance. Authorization to withdraw from the College with grades of "WP" after the last day of scheduled classes will be granted only in cases of documented emergency. A student who withdraws from all his courses must withdraw from the College. (For regulations concerning readmission to the College, consult the following statements below: "Standard Readmission Procedures," and "Probationary Readmission Procedures.")

COURSE WITHDRAWAL

A student may drop and / or add a course without penalty within the first two full-weeks of the beginning of a semester but may not add a course after the end of the second full-week. Students who drop a course during the period from the beginning of the third week to the end of the tenth week of a semester will receive grades of "W." Students withdrawing from courses after the tenth week of a semester receive grades of "WP" or "WF". No student may withdraw from a course after the last day of scheduled classes on other than a "WF" basis for any reason other than a documented emergency. Any student who fails to notify the Registrar by filing the proper form that he has withdrawn from a course and who is consequently carried throughout a semester on the official course list will receive an administrative grade of "F".

STANDARD READMISSION PROCEDURES

Students who withdrew from the College after satisfactorily completing at least 12 hours of course work during the semester immediately preceding their withdrawal and who wish to re-enter the College must apply through the Office of Admissions. Students who appear ready to resume their programs with profit are generally approved for readmission, subject to space limitations in collegiate programs.

Students readmitted to the College are subject to the rules and regulations in effect at the time of their readmission rather than at the time of their original acceptance. Students may not be automatically reinstated to the College through regular readmission procedures when they have been absent from the College for periods exceeding seven years. Course work which has been completed at the College prior to seven years of the date of readmission is generally recognized only through those examination procedures described in the policy statements for course equivalency. Such course work may also be evaluated on an individual basis by the Undergraduate Committee for Academic Standards. Students who wish to have such course work evaluated by the Committee prior to readmission to the College must present their cases in writing to the Committee no later than the last Friday of June preceding the date of their anticipated readmission.

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PROBATIONARY READMISSION PROCEDURES

Students who have been dismissed from the College for inadequate scholarship and who have withdrawn from the College prior to completing 12 hours of course work during the semester preceding their withdrawal must petition the Committee for Undergraduate Academic Standards for readmission as "probationary students" subject to the following regulations. Each student seeking readmission as a "probationary student" must submit to the Committee for Undergraduate Academic Standards a formal letter of petition which evidences strong justification for readmission to the College. Such petition must be submitted no later than the last Friday of June preceding the anticipated readmission date. If such a petition is granted, an appropriate program of

studies for the student will be specified by the Academic Dean in conformity with such recommendations as may be made by the Committee. A minimum grade of "C" must be maintained in each course of the required program of studies which is undertaken by a student on probationary status. Failure to achieve this required probationary standard will necessitate permanent academic dismissal. Reinstatement as a matriculating student is granted the semester following the removal of probationary status, at which time the student is subject to the rules and regulations concerning yearly minimum grade-point averages. A student who has been granted readmission as a "probationary student" may not have the privilege of again petitioning the Committee for Undergraduate Academic Standards. All decisions of the Committee are final.

SENIOR PROGRAMS OF STUDY AND APPLICATIONS FOR GRADUATION

Each senior student is required to file an official program of studies during the first ten calendar weeks of the fall semester of his senior year. Two copies of the program are to be filed with the Academic Dean for final approval before the end of the semester, such approval requiring the endorsement of appropriate department chairmen of major concentrations and specializations or of appropriate directors of teacher-education programs. Students may make changes in their programs by filing an approved "Change in Program of Study" form with the Academic Dean. Copies of approved programs of study and changes in programs of study are provided for the student and the Registrar. The original copy is retained by the Registrar.

Upon receipt of program approval by the Academic Dean, a senior student is authorized to file his application for graduation. Seniors who are candidates for

June degrees must file applications for graduation no later than the end of the first full week of classes of the spring semester. Students who anticipate completing degree requirements during the summer or at mid-year should take special note of this requirement. Students who fail to complete degree requirements as anticipated are required to re-file the application for graduation prior to the next spring deadline.

It is the responsibility of the student to fulfill all degree requirements and to secure the approval of the various collegiate authorities in filing official programs of study, changes in programs of study, and applications for graduation prior to the established deadlines for filing such documents. Students may secure all required forms to which this regulation refers from the Office of the Registrar.

FACULTY ADVISORS

All freshmen and transfer students must report to the Registrar to select faculty advisors within the first month of classes. The faculty advisor is responsible for developing with the student his academic schedule during each registration period, formulating a program of study leading to a degree, approving changes in academic programs, and generally providing whatever guidance and assistance a student may require in making appropriate academic decisions. Faculty advisors are selected on the basis of the student's declaration of major academic concentration or specialization. In certain cases, students will be assigned second advisors at the beginning of their junior year when they initiate professional course sequences. In such cases, the responsibility for final approval of a student's program of study shall rest with the second advisor. Students must secure all required forms from the Registrar.



UNDERGRADUATE STUDENT REGULATIONS

STUDENT BEHAVIOR

Although the officers and faculty of Lowell State College fully subscribe to the view that students have the right of self-determination over their private lives and public conduct and accordingly eschew regulating the extra-campus behavior of students, they expect that every student upon enrolling in the College will automatically accept the obligation to comply with College rules and regulations. The expectation is that each student will put forth a genuine effort academically and will disavow such academic offenses as cheating, plagiarism, misuse of equipment, damage to college property, and interference with the rights of administrative officers, faculty members, and other students to use collegiate facilities. A student may be suspended or expelled from the College for academic or disciplinary reasons if those officers of the College or members of faculty committees and judicial boards of the Student Government Association who are responsible for academic status and discipline determine that he is not profiting by his attendance or that such action is in the academic interests of the College. Students receiving financial assistance through federal aid programs should also consult the regulations of Public Law 90-575, Sec. 504, which are printed in this catalogue under "Federal Assistance Programs."

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ATTENDANCE REGULATIONS

Regularity in class attendance and performance is necessary for collegiate success, and all students are expected to comply with class commitments. Although the College imposes no general attendance regulations, each instructor at the beginning of a course will announce his attendance requirements. An instructor may require official administrative or medical excuses for unattended classes, and at his discretion he may fail a student who has exceeded the number of unexcused class hours delimited by the course credit.

REQUIRED IDENTIFICATION CARDS

All students of the College must secure official identification cards within one week of their first attendance at the College. Members of the college community are expected to present their identification cards when attending college functions or when requested to do so by officers and faculty of the College. Students are required to surrender their college identification cards when they sever their official connections with the College.

PARKING REGULATIONS

All students owning or driving automobiles are required to register their vehicles with the College at the time of registration, or at the time thereafter when vehicles are first driven to the College, and to place parking stickers on the rear windows of their automobiles. Students who do not display parking stickers and who park on College property are subject to municipal court fines.

Parking is restricted to areas behind the Humanities Building, the student lot at the corner of Wilder and Broadway Streets, and to the student lot adjacent to the Maintenance Facility. Parking on city streets is permitted only on Broadway and Wilder Streets in accordance with posted regulations. Student parking is not permitted in college driveways or in faculty parking lots.



LIBRARY SERVICES

The Library is located on the main floor of the Administration Building and contains a reading room with an adjoining reference section, a reserve book area, an open-shelf stack room, and a music archives area. The Library houses a collection of 90,000 volumes, 600 periodicals, 9,000 phonograph records, 70,000 microforms, and limited special collections. The Curriculum Materials Center is also located in the Library. This educational resources center contains textbooks for both the elementary and secondary levels, literature for children and adolescents, a test collection, curriculum guides, and other materials of value to students preparing to teach. Medical reference and periodical collections are augmented by the holdings of affiliated hospital libraries which may be used by Nursing and Medical Technology students and, upon request, by other students of the College.

The services of the Library include the loan of books, pamphlets, filmstrips, and recordings to registered borrowers. The library staff provides library-orientation periods for classes to point out the important bibliographic tools necessary for basic research. Until the Library moves to quarters in a new facility presently under construction student facilities for study and research are limited to 100 spaces at tables and carrels in the Library and 150 spaces in the auxiliary reading room in the Education Building. Accordingly, student observance of library regulations is fundamental to the functioning of existing library facilities.

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General Regulations. The following regulations are presently in effect for all students of the College:

New students should apply for a library card at the beginning of the school year. This card must be presented to the circulation librarian whenever a student wishes to take materials from the Library. The library card is valid until graduation, termination of a student's enrollment, or until revoked by the Librarian, and is not transferable. The owner of a library card is responsible for all material charged to his card until such time as he has informed library authorities that his card has been lost or stolen.

Students are not permitted to bring food to library areas or to socialize, talk, or generally engage in activities contrary to that atmosphere which is expected for research and study in a library setting. A student's library privileges, including the right to study in library areas, may be revoked by the Librarian when a student fails to abide by library rules for appropriate conduct. Such revocation of library privileges is entirely within the province of the Librarian.

Students who retain regular circulating materials for three weeks or more beyond their authorized period of circulation, who retain reserve materials for two weeks or more beyond their authorized period of circulation, or who retain books and phonograph records after the beginning of the final examination period without explicit permission from the Librarian shall forfeit their library privileges.

Any student who steals or maliciously defaces library property shall forfeit his library privileges indefinitely and, upon the recommendation of officers of the College or of the judiciary bodies of the Student Government Association, shall be suspended from the College.

Reinstatement of library privileges may be granted only by the Librarian or the Student Library Committee.

Any student who has incurred library fines, lost library materials, or damaged library property must discharge his financial obligations to the Library before the end of the semester in which such obligations have been incurred or he may not register for course work for the following semester. Seniors who have not discharged their financial indebtedness to the Library by the end of May will not be permitted to graduate until such time as they have discharged their indebtedness and their records have been cleared by the Business Office.

Library Fees. Library fees are levied according to the following schedule.

A. Overdue Books and Phonograph Records:

1. Regular Circulating Books and Phonograph Records--10c a day per book or record;
2. Reserve Books and PH or PL Phonograph Records--25c per ½ hour to a maximum of \$2.00 per book or record for the first day, and \$1.00 per book or record for each succeeding day;
3. Recalled Books and Phonograph Records--\$1.00 a day per book or record to a maximum of \$10.00 per book or record.

B. Lost Books and Phonograph Records:

1. Replacement cost of book or phonograph record plus
2. Processing fee of \$5.00.

A student who has lost library materials and fails to notify library authorities of his loss within two weeks of the mailing of an official notification of delinquency must pay accumulated fines at a rate of \$10.00 per book or record plus the replacement and processing fees levied for each lost item.

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Circulation Regulations. Books may be borrowed for a period of two weeks and may be renewed for an additional period of one week unless they have been requested by other students or by faculty members. No more than five books may be charged at one time to a student. Copies of reserve books are to be used for a period of two hours, at which time they may be recharged for an additional two hours if other students have not requested them. Reserve books of which the Library has more than one copy may circulate after 3 p.m. and are due at 9 a.m. the following day (excluding holidays when the Library is not open).

Periodicals may not be taken from the Library. Students desiring to make extensive use of periodical articles are advised to make copies of the relevant portions of such articles on the self-operated photocopy machine which the Student Government Association has provided for student use.

Students desiring to use periodicals, filmstrips, or microfilms within the Library must secure these materials through the circulation desk. Curriculum materials may be used in the Library but may not circulate without specific authorization from college instructors.

PE phonograph records circulate for a one-week period and are not renewable. PH and PL phonograph records circulate for over-night use only.



DORMITORY REGULATIONS FOR CONCORDIA HALL

Residence in Concordia Hall is limited to women students who are residents of Massachusetts and who live more than 30 miles from Lowell. Preference is given to music and nursing applicants in assigning dormitory space. Acceptance of a dormitory assignment carries with it the student's agreement to abide by the following regulations:

1. Prohibited Materials

Electrical appliances of every description, firearms and ammunition, inflammable and noxious substances and materials, food, vegetation, and animals or live pets may not be kept within the premises of Concordia Hall without the express permission of dormitory authorities. Alcoholic beverages and other substances, materials, or articles prohibited by the Laws of the Commonwealth of Massachusetts shall not be kept within the dormitory premises at any time.

2. Absences from the Dormitory

a. Dormitory residents must register their names in the Dormitory Log when leaving and returning to Concordia Hall.

b. A dormitory resident desiring extension of the regular curfew regulations to attend events away from Lowell which involve automobile travel must have parental permission in advance. Such permission shall be designated by filing a letter from the student's parents or guardians with the Dean of Women.

c. A dormitory resident who has parental permission to return home every weekend of the college year must file the proper permission form (signed by the student's parent or guardian) with the Dean of Women.

d. A dormitory resident who does not have permanent permission to be absent from the college campus on weekends and wishes weekend privileges (even to go home) must secure a weekend absence form from the Dean of Women, and must have parents or guardians return the form by mail to the Dean of Women not later than the Thursday preceding the desired weekend absence.

3. Daily Curfew Regulations

a. Students not having Unlimited Curfew Privileges

	Sun. - Thurs.	Fri., Sat., and the night before a legal holiday
Freshmen	11:00 p.m.	1:00 a.m.
Sophomores	12:00 a.m.	2:00 a.m.
Juniors	12:00 a.m.	2:00 a.m.
Seniors	12:00 a.m.	2:00 a.m.

b. Students having Unlimited Curfew Privileges

(1) Dormitory residents having unlimited curfew privileges must give an approximate time of return when signing the Dormitory Log and must call dormitory authorities every 24 hours when they have not returned home.

(2) Dormitory students having unlimited curfew privileges may not return to Concordia Hall after 2:00 a.m. when doors are locked.

4. Guest Privileges

a. The lobby and lounge area are open to guests of dormitory residents from 9:00 a.m. to 12:00 midnight on Sunday through Thursday nights, and until 1:30 a.m. on Friday, Saturday, and the night before a legal holiday.

b. There are no restrictions on the number of guests (male or female) signed into the dormitory by any one resident. Dormitory residents are responsible for their guests at all times.

c. No male guests may go above the first floor.

d. All female guests must be off the resident floors by 11:00 p.m.

e. An over-night woman guest must file her parent's permission with the Dean of Women at least three days in advance of her arrival. The dormitory resident hosting the guest is responsible for arranging sleeping accommodations for her guest and must be staying in the dormitory with her guest. The dormitory resident must obtain written permission from the occupant of the room where her guest will sleep and must file this permission with the Dean's office.

5. Smoking Restrictions

Smoking is permitted in all areas EXCEPT the bedrooms.





UNDERGRADUATE STUDENT SERVICES

COLLEGE HEALTH AND COUNSELING SERVICES

The College has limited facilities for professional student counseling, but for referral purposes it has access to the Lowell Mental Health Service. A physician is on contract to the College and is available for student physical examinations and for emergency situations. Student problems of a non-medical and non-psychological nature are handled by the Academic Dean, the Deans of Men and Women, spiritual advisors to college religious organizations, and faculty advisors. The College recognizes that collegiate work is often done under conditions of stress, and all faculty members are advised to make themselves available for student conferences should a student so request.

The College Health Service and the administration of the College are not responsible for students who are injured or become ill while on the campus during the college day, or who are injured while participating in class activities, college sports, or extra-curricular programs. However, special college insurance is available to students at a modest cost for such injuries and the college nursing staff, the college physician, and members of the Health and Physical Education Department will render immediate first aid to the sick or injured until the student can obtain his personal physician or contact his parents. Hospitalization and medical treatment are obtained for the student only upon permission of the student's parents or guardians, and at their expense.

Students living in Concordia Hall must notify the College Health Service or the Dean of Women when they are ill and unable to attend classes. If the student's condition warrants, parents are notified to take the student home or to grant permission to transfer the student to a local hospital. No student is permitted to remain in a dormitory room more than twenty-four hours because of serious illness. All students residing in private homes or apartments of their own choosing are responsible to their parents for their health and safety. The College Health Service is not responsible for students' personal health and safety when the College is not in session. In compliance with Chapter 71, Section 55B, General Laws of the Commonwealth, all students must have a chest X-ray or tuberculin test every three years at the Board of Health, Lowell, Massachusetts or at such other appropriate health facility or physician's office as is convenient for the student.

The College Counseling Service is located at 100 Wilder Street and is staffed by professional counselors. The Service offers individual and group counseling to students for problems arising from emotional stress, family problems, and vocational indecision. A personal and vocational testing service is also available. Any student desiring to use the service should make an appointment with one of the counselors whose schedules are posted on the bulletin board inside the door of the psychology office building.

STUDENT PLACEMENT SERVICES

Until the College is empowered by the General Court of the Commonwealth to establish a comprehensive placement bureau, the Office of the Academic Dean has been authorized by the Board of Trustees to establish limited placement facilities through a self-sustaining trust. Each graduating senior is required to pay a \$5.00 placement fee, for which he is entitled to twelve mailings of his undergraduate file to graduate schools and prospective employers.

Any graduating senior who desires to utilize the placement facilities of the College should supply the Office of the Academic Dean with the names of three faculty members who have agreed to recommend him to graduate schools or prospective employers. The Office of the Dean will supply appropriate faculty members with recommendation forms and will file completed recommendation forms in the student's undergraduate dossier.

A registered applicant may elect to maintain an active placement file after he has exhausted his initial fee by paying an additional \$5.00. A registered alumni who maintains an active file with the Placement Office may have his file updated by requesting employers or graduate instructors to file additional letters of recommendation. Such letters must be submitted on special forms which have been sent to concerned individuals at the request of the applicant.

Placement dossiers will be sent to prospective employers or to graduate schools at their request or at the request of a registered alumni. At the present time the Placement Office is unable to actively recruit employment for registered alumni.

OFF-CAMPUS HOUSING

Male students (and female students for whom dormitory space is not available) may reside in off-campus housing. The Registrar's office maintains a list of rooms and apartments in the surrounding area and will assist a student in locating off-campus housing. It is the student's responsibility, however, to choose a place and to make final housing arrangements. Freshmen planning to live off-campus are advised to visit the Lowell area during the summer and to make their housing arrangements then. Off-campus students who wish to participate in cafeteria dining plans may do so.

STUDENT MAIL

All student mail is delivered to the office of the Student Government Association in the Administration Building. Students who use the college address on their outgoing correspondence should check with personnel of the Student Government Association for their incoming mail.

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BOOKSTORE

All texts and materials for courses may be purchased in the College Bookstore, which is located in the basement of the Education Building. Paperback books, dictionaries, class supplies, college insignia, and informal wearing apparel are also on sale.



UNDERGRADUATE STUDENT ACTIVITIES

STUDENT GOVERNMENT ASSOCIATION

Student affairs are under the jurisdiction of the College Senate and an active Student Government Association, the student association being chiefly responsible for allocating the Student Activity Fee to the several campus organizations. The following is a listing of organizations generally open to all students.

The Student Council, the elected body of the Student Government Association, meets weekly to allocate and manage student finances, to develop policies relating to student welfare, and to plan, organize, and coordinate all student activities.

STUDENT PUBLICATIONS

The **ADVOCATE** is an independent, privately incorporated, journal of student opinion which is published regularly throughout the academic year by students of the College. In addition to providing an independent avenue of student opinion, the **ADVOCATE** also provides students who are interested in journalism with opportunities to learn reporting, layout, and other publication skills.

The **KNOLL**, the undergraduate yearbook, is a permanent record of the events and activities which have taken place on and off the campus during the year. The staff of the **KNOLL** is elected each year by the students of the College. Payment of the Student Government Activities Fee and Class Dues entitles each senior to a free copy of this publication.

PEGASUS, a biannual journal of the creative arts, seeks to encourage student creativity in art, poetry, non-fiction, fiction, music and photography. All students in good standing with the Student Government Association are invited to submit material.

DRAMA AND MUSIC ORGANIZATIONS

The **DRAMA CLUB**, membership in which is open to all interested students, affords its members with acting opportunities and with directing, staging, lighting, and costuming experiences. The Drama Club presents two major and several minor productions each year.

MENC is an active student chapter of the Massachusetts Music Educators Association, and is an affiliate of the Music Educators National Conference. Membership in the college chapter of MENC entitles students to state and national membership and to a subscription of the **MUSIC EDUCATORS JOURNAL**. In addition to social gatherings and outings, MENC sponsors a major musical production during the spring semester.

The **JAZZ SOCIETY** promotes good music in all modern idioms and furthers musical self-expression by presenting two annual jazz concerts for the college community. The Jazz Society features both band and ensemble groups.



ATHLETIC AND RECREATIONAL ORGANIZATIONS

The **MEN'S ATHLETIC ASSOCIATION** seeks to unite the male students of the College for the purpose of athletic and social activities. The programs of the Association include intramural sports as well as varsity baseball, basketball, cross country, golf, tennis, and wrestling. Social functions include a freshman reception, dances, cookouts and an annual awards banquet.

The **WOMEN'S RECREATIONAL ORGANIZATION** seeks to promote a permanent interest in physical recreation through intramural and varsity sports programs. Some of the intramural activities are fencing, golf, gymnastics, softball, swimming, and tennis. Varsity sports include archery, basketball, field hockey, judo, and volleyball. In addition to sponsoring women's sports activities, the Organization also has an active social schedule and a community-service program. The **WRO Board** is elected by the students of the College in the spring semester each year.

The **ALPINE SKI CLUB** seeks to promote good fellowship and a wider interest in skiing for the students of the College. Ski trips to nearby mountain resorts, and dances and social gatherings are some of the events which help to make membership in this organization an attractive social venture. Membership is conferred upon students after payment of dues. Meetings of this club are held monthly.

The **CHESS CLUB** promotes competition among students of the College through intramural and inter-collegiate levels. Membership is open to all students upon payment of club dues.

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SPECIAL INTEREST ORGANIZATIONS

The **ATHENAEUM SOCIETY** is open to all science majors and seeks to promote an interest in science on campus, to provide opportunity for science research, and to assist the Science Department of the College in science education.

CERCLE FRANCAIS is open to all French majors and to other students interested in French civilization and culture. The organization affords students and faculty with opportunities for informal gatherings where the French language may be spoken and for attending cultural events in the metropolitan Boston area.

The **CURRENT ISSUES** and Affairs organization is designed to encourage the investigation of current affairs and to provide interested students with the opportunity for presenting their views to fellow students. The organization sponsors public forums, debates, colloquia, and social events.

HEPAESTUS is a student organization open to any student of the College who is interested in art. The programs of this organization include social events and exhibitions of student and faculty work in the Whistler House.

KAPPA DELTA PHI is a social fraternity for male students of the College and is open to all male students on an invitation basis. The aims of the fraternity are the promotion of friendship, social service, and well-rounded social life.

The **SERVICE CLUB** and the **VOLUNTEER SERVICE ORGANIZATION** distribute food, clothing, and gifts to disadvantaged families in the Lowell area, to local orphanages, and to the sick, and generally contribute services to the surrounding community whenever the need arises.

SIGMA KAPPA EPSILON is a social sorority for women students of the College and is open to all women students on an invitation basis. The aims of the sorority are the promotion of sociability, mutual understanding within the College community, and the ideals of integrity and honesty.

RELIGIOUS ORGANIZATIONS

The **HILLEL SOCIETY**, which draws membership from the Lowell Technological Institute and Lowell State College, is an organization for Jewish students. Meetings of a religious and social nature are held regularly.

The **IONA FELLOWSHIP** is a religious organization for members of the Lowell Technological Institute and the Lowell State College communities. Although chiefly an organization for members of Protestant religious bodies, the Iona Fellowship is non-denominational. A supper meeting for members is held monthly in addition to periodic religious and social activities.

The **NEWMAN CLUB** is open to interested Catholic students from the Lowell Technological Institute, Lowell State College, and the Lowell General Hospital School of Nursing and other students of these institutions who may wish to participate in the various Newman programs. Folk Masses are held each Sunday at 11:30 a.m. at the Newman Center, 52 Colonial Avenue, Lowell. Daily Mass at the Newman Center is held at 12:10 p.m. and Holy Day Masses at 11:10 a.m. and 12:10 p.m. Various seminars, speakers, films, and discussions are scheduled weekly at the Newman Center, and films, live music, entertainment, records and refreshments are provided each Wednesday at 7:30 in the Center basement. Rev. Paul Walsh, the full-time chaplain, is available at the Center each week-day from 11:30 a.m. to 11: p.m. and at other times at St. Rita's Rectory, 158 Mammoth Road, Lowell. The Newman Center is open from 11:00 a.m. to 11:00 p.m. each day and all students, regardless of denomination or religious persuasion, are invited to use the library and recreational facilities.

The **PHANAR CLUB** is open to Eastern Orthodox students from the greater-Lowell colleges. It has as its purpose the fostering of spiritual and intellectual values among its membership through the perpetuation of Christian precepts. Regular religious and social activities are held for members in local churches and affiliated colleges.



UNDERGRADUATE PROGRAMS OF THE COLLEGE

Basic to the design of all undergraduate degree curricula are a set of Uniform College Requirements and a major concentration or specialization. In addition to specifying minimum residence and performance standards, the Uniform College Requirements also impose specific course distributions in four areas (physical and biological sciences, behavioral and social sciences, the humanities, and symbolics and language). Although the distribution requirements provide each student with ample opportunity to develop individualized programs of general study according to his needs and interests, the major thrusts of such requirements are general in nature and broad in scope. Since education in the general sense relates to community life rather than to private and specialized activity, the Uniform College Requirements have been defined by reference to life processes, historical and social forces, and cultural movements rather than by reference to individual interests, demands, or competences. Thus these Uniform College Requirements seek to provide an integrative experience for all undergraduates, to promote an appreciation for the several modes of conceptualization and methodological procedures of the major academic disciplines, and to develop a basic understanding of our cultural and scientific heritage. Regardless of individual choices of major concentration or specialization, all graduates of the College should develop an appreciation of those arts which record man's insights into his experience, an understanding of those organizations and institutions which are the sources of his social and cultural values, and a realization of the import of scientific developments for his life and his environment.

The concentrations and minor areas of study in particular disciplines seek to develop that ability to use specialized concepts and skills with the independence and judgment which accrues from a penetrating study of a particular area of knowledge. The program by which a student achieves his specific educational goals must depend, of course, upon personal considerations, but courses of

study must be rationally defensible and of necessity must be selected according to such articulated plans of study as are suggested by program sequences. In developing these sequences the several departments of the College have operated upon two common assumptions: (a) that isolation of disciplinary concentrations from the context of a general liberal background is conducive to provincialism and on the undergraduate level is educationally unsound and (b) that teaching programs are more productive when intellectual capacities have been developed within the contexts of particular disciplines. All programs of the College also require courses in general education beyond those specified by the area distributions of the Uniform College Requirements, and all professional Education programs require specific academic studies as well as courses in the foundations of Education, curriculum, methodology, and teaching.

In order to conveniently distinguish the different program requirements of the various undergraduate curricula, the characterizations of collegiate programs appearing on the following pages employ three special terms, each of which is defined below.



DEFINITION OF SPECIAL TERMINOLOGY

An **area of specialization** refers to baccalaureate majors in Medical Technology, Music (Bachelor of Music Education programs and Music, History and Literature, Music Theory and Composition, and Applied Music programs for the Bachelor of Music), and Nursing. Course work delimited by areas of specialization exceeds that which is permitted in other major programs of the College and is largely determined by the professional requirements of national organizations and accrediting agencies. Courses which are taken to satisfy the Uniform College Requirements for General Education or minor area of study requirements may not be credited to specializations.

An **area of concentration** refers to a baccalaureate major of 30-45 semester hours of course work which is required for Bachelor of Arts degree and for Biology programs of the Bachelor of Science degree (including the supporting concentrations in Chemistry and Natural Sciences). Courses which are taken to satisfy the Uniform College Requirements for General Education or minor area of study requirements may not be credited to concentrations.

1. The following areas of concentration are currently authorized as degree majors and may be undertaken for degree matriculation:

Biology	French	Philosophy
Elementary Education	History	Political Science
English	Mathematics	Sociology

2. The following areas of concentration may be elected as supporting concentrations only and may not be undertaken for degree matriculation:

Chemistry *	Natural Sciences*	Spanish
Earth Science	Psychology	Visual Arts

*Area which may be elected as a supporting concentration by Biology concentrators only.

3. The following degree majors may also be elected as supporting concentrations:

English	History	Philosophy	Sociology
French	Mathematics	Political Science	

A **minor area of study** refers to 18-24 semester hours of prescribed or recommended course work in specific disciplines, interdisciplinary studies, and Secondary Education or Music Education programs. The requirements for specific minors are outlined in the introductory statements of concerned departments of the College. All interdisciplinary studies except Behavioral Sciences consist of course work drawn from at least three disciplines and require minimal course distributions in sub-areas of 3, 6, and 9 semester hours. Secondary Education and Music Education minors are pre-established programs and are open for election by qualified junior students only. As part of the requirements for minor programs, all students must elect at least 6 semester hours of courses which are on or above the 300 level.

1. Upon the approval of concerned department chairmen or of directors of specific interdisciplinary minor programs, the following areas may be elected for minor studies by those students pursuing the Bachelor of Arts degree with a single concentration or by those students pursuing other degree programs of the College who may arrange such minor programs:

American History	History
American Literature	Mathematics
Behavioral Sciences	Music History
Biology	Natural Sciences
Chemistry	Philosophy
Classical Civilization	Political Science
Drama	Psychology
Earth Science	Social Science
English	Sociology
English Literature	Spanish
French	Visual Arts
German	

2. The following programs in Secondary Education and Music Education are open for election by qualified junior students only. Students interested in these programs should consult the regulations entitled "Academic Policies Concerning Teacher-Education Programs" which appear in this catalogue under the Department of Education:

English Education	Mathematics Education
Foreign-Language Education	Music Education
History and Political Science Education	Science Education

DESCRIPTIONS OF BACCALAUREATE DEGREES

Bachelor of Arts

The Bachelor of Arts degree provides a broad, comprehensive education with major and minor programs in several areas of study and ordinarily provides sufficient preparation in the major areas for graduate work and / or for teaching

in the elementary and secondary schools. Students who matriculate for the Bachelor of Arts degree may pursue major concentrations in Biology, Elementary Education, English, French, History, Mathematics, Philosophy, Political Science, or Sociology.

Bachelor of Science

Students who are matriculating for the Bachelor of Science degree pursue a program of professional studies in Nursing or Medical Technology or they carry a major concentration in Biology plus a related studies program selected from several professional options. Curricula in Biology within this degree program prepare students for graduate work or for teaching in the secondary schools and afford less flexible minor options than are possible with the Bachelor of Arts program in Biology. Satisfactory completion of the Nursing program qualifies students for the examinations administered by the Massachusetts Board of Registration in Nursing and for graduate study in nursing education, supervision, administration, or clinical specialization. The Program in Medical Technology qualifies students for the medical-technology certificate examinations administered by the Registry of Medical Technologists of the American Society of Clinical Pathologists and for graduate study in Biology, Chemistry, and Medical Technology.

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Bachelor of Music Education

The Bachelor of Music Education degree is designed to prepare teachers and supervisors of music in the elementary and secondary schools and presupposes student aptitude and interest in music and commitment to teaching. Students who matriculate for the Bachelor of Music Education degree carry a major specialization in music plus a professional minor in Music Education. Bachelor of Music Education students are required to select applied music courses each semester for maintaining and developing their music skills and are expected to develop minimum standards of performance in piano and in their major performance area.

Bachelor of Music

The Bachelor of Music degree is designed for students who wish professional careers in music. The music courses of this curriculum are designed to insure abundant opportunities for individual performance, research, and creativity within the context of an intensive specialization. Accordingly, individual and group performances are important aspects of this program of studies. Students applying for the Bachelor of Music program must demonstrate outstanding ability as performers in order to qualify for admission. Candidates for the History or Theory specializations must demonstrate similar outstanding ability in these areas. Musical skills are evaluated at an audition and through an interview prior to a student's admission to programs of the Bachelor of Music degree.

UNIFORM COLLEGE REQUIREMENTS FOR UNDERGRADUATE STUDY GENERAL DEGREE REQUIREMENTS

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In order to qualify for a baccalaureate degree offered by Lowell State College, each undergraduate must obtain a 2.00 ("C") cumulative average in his total undergraduate course of study, must present a minimum of 120 semester hours of course work for graduation (60 hours of which must be earned at the College), must be in residence for both semesters of his senior year, and must earn a 2.20 average in his major area(s) of concentration or in his major specialization by the end of his senior year. Students who have failed to achieve a 2.00 average in their major concentrations or specializations by the end of their junior year (typically 27 semester hours) have not made satisfactory progress toward their degrees. Upon the recommendation of appropriate departmental committees and the concurrence of the Undergraduate Academic Standards Committee, such students are dismissed from the College for inadequate scholarship.

Physical Activities Requirement

All students must successfully complete one year of supervised physical activity within the program specified by PE 001 and 002. Any student who fails to satisfy the requirements for PE 001 and / or PE 002 by the end of the freshman year must repeat and pass the failed course(s). Grades for PE 001 and 002 are on a "Pass" and "Fail" basis and carry no academic credit. Students who are veterans or who are 23 years of age or over at the time of admission to the College may at their option be excused from the physical activity requirement. A student who is physically unable to participate in strenuous exercise may be excused from the activity requirement upon written confirmation of his condition by a physician.

English Composition Requirement

All freshmen must pass the basic writing program specified by EN 101--English Composition unless specifically exempted by the English Department on the basis of a written English proficiency examination. EN 101 may be taken as part of the course work for the Symbolics and Language Distribution Area or as part of the 15 semester hours of course work specified by the Additional General Education Requirements.

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Commonwealth Government Requirement

All undergraduate students must satisfy the special government requirement imposed by the laws of the Commonwealth of Massachusetts by passing any one of the following courses: PO 101--Introduction to Politics, PO 111--Introduction to American Politics, PO 225--State Government, HI / PO 321--United States Constitutional History, and HI / PO 338--American Political Thought. The course work cited above may be completed as part of the appropriate distribution areas, the Additional General Education Requirements, Political Science or History major or minor programs, or unrestricted elective options.

GENERAL EDUCATION REQUIREMENTS

All undergraduate students must present a broad distribution of courses selected from the offerings of several departments and according to the regulations enumerated below. Courses which carry dual departmental subject listings may be counted only once in fulfilling general education, major, or minor requirements and are subject to the restrictions of both listings for purposes of determining suitable elections for the Uniform College Requirements.

1. LABORATORY SCIENCE REQUIREMENT

All students must complete two courses (6-8 semester hours) in a laboratory science from the following offerings of the Department of Biological and Physical Sciences. Laboratory science courses are ordinarily taken for two consecutive semesters and according to designated sequences, except that PY 101, PY 215, and GL 201 may be taken in any two-semester combination and in any sequence and need not be elected consecutively.

BI 101-102--General Biology

BI 105-106--Principles of Biology (8 sh)+

CH 111-112--General Chemistry (8 sh)

CH 121-122--Principles of Chemistry and

CH 127-128--Principles of Chemistry Laboratory (8 sh)+

GL 201-202--General Geology

PY 101--Physical Science and PY 212--
Earth Science

PY 101--Physical Science-Physics

PY 102--Physical Science--Chemistry

PY 215-216--Astronomy

PY 103-104--General Physics

PY 201-202--Principles of Physics (8 sh)+

Courses marked with a "+" are specifically designed for science concentrators but may be elected by the general student who has had the proper secondary school background. Students who intend to major in sciences should elect PY 201-202 to satisfy the General Education Laboratory Science Requirement. Students who plan to major in Nursing should elect CH 111-112--General Chemistry to satisfy the General Education Laboratory Science Requirement.

2. AREA DISTRIBUTION REQUIREMENTS

All undergraduate students must elect two courses in each of the distribution areas listed below, except that in satisfying the General Education Requirements they may not select courses which are within their subjects of concentration, specialization, or minor study and may not choose more than one course from all areas which is offered by their major departments.

AREA I

BEHAVIORAL AND SOCIAL SCIENCE

EC 101--Principles and Problems of Economics I

EC 102--Principles and Problems of Economics
II

EC 202--Problems in Economic Development

EC 221--Urban Economics

GE 101--World and Regional Geography

GE 226--Geography of the United States and
Canada

GE 234--Human Geography
 PO 101--Introduction to Politics
 PO 111--Introduction to American Politics
 PO 225--State Government
 PO 226--Municipal Government
 PS 101--General Psychology
 PS 161--Child Growth and Development
 PS 162--Psychology of Adolescence
 PS 163--Developmental Psychology
 SO 101--Introduction to Sociological Analysis
 SO 201--Social Anthropology
 SO 222--Contemporary Social Problems

AREA II HUMANITIES

AH 201--Introduction to the Visual Arts
 AH 202--Survey of Art
 AH 211--American Art
 AH 213--Art of Non-European Cultures
 AH 221--Twentieth Century Art
 AH 223--Renaissance Art
 EN 132--Types of Literature+
 EN 141--Great Books of Antiquity
 EN 143--Great Books of the Middle Ages and Renaissance
 EN 145--Great Books of the Modern Period
 EN 201--Drama
 EN 202--Poetry
 EN 204--Prose Fiction
 EN 206--Major Literary Movements
 EN 208--Literature and the Mass Media
 EN 211--Literature of the Bible
 EN 212--Continental Fiction in Translation
 FR 261--Cultural Background of French Literature I*
 FR 262--Cultural Background of French Literature II*
 FR 271--French Literature to 1750*
 FR 272--French Literature since 1750*
 GM 261--Cultural Background of German Literature I*
 GM 262--Cultural Background of German Literature II*
 GM 271--German Literature to 1750*
 GM 272--German Literature since 1750*
 GK 301--Greek Classics I*
 GK 302--Greek Classics I* II*
 HI 101--Classical Civilization
 HI 105--European History to 1789
 HI 106--European History since 1789
 HI 111--United States History to 1877
 HI 112--United States History since 1877

HI 121--Topics in American History to 1877
 HI 122--Topics in American History since 1877
 HI 225--Ancient Greek History and Civilization
 HI 226--Roman History and Civilization
 LA 301--Latin Classics I*
 LA 302--Latin Classics II*
 MU 171--Music of Western Civilization
 MU 271--Music History and Literature to Bach
 MU 272--Music History and Literature since Bach
 MU 276--Survey of American Music
 SP 261--Cultural Background of Spanish and Hispano-American Literature I*
 SP 262--Cultural Background of Spanish and Hispano-American Literature II*
 SP 271--Introduction to Spanish Literature*
 SP 272--Introduction to Hispano-American Literature*
 PH 201--Introduction to Philosophy
 PH 251--Ancient Philosophy
 PH 252--Medieval Philosophy
 PH 254--Philosophy of the Enlightenment

+EN 132--Types of Literature is a prerequisite for all literature courses offered by the English Department.

Courses marked "" assume appropriate foreign or classical language proficiency.

AREA III SYMBOLICS AND LANGUAGE

EN 101--English Composition
 EN 221--General Semantics
 EN 223--History and Development of the English Language
 EN 224--Analysis of Modern English
 MA 101--Modern Mathematics I
 MA 102--Modern Mathematics II
 MA 103--College Algebra
 MA 104--College Geometry
 MA 105--College Trigonometry
 MA 106--Finite Mathematics
 MA 107--Introduction to Calculus
 MA 201--Calculus I
 MA 205--Elementary Probability Theory
 MA 206--Elementary Statistical Analysis
 PH 202--Introductory Logic
 PH 307--Philosophy of Language

Beginning and Intermediate Foreign and Classical Language Courses.

3. ADDITIONAL GENERAL EDUCATION REQUIREMENTS

All students must select 15 semester hours of additional course work (OUTSIDE THEIR MAJOR DEPARTMENTS AND INDEPENDENT OF THEIR MINOR STUDIES) from all courses offered by the College (excluding Applied Music courses and courses in professional Education, Medical Technology, and Nursing), except that they must present at least 6 semester hours of literature courses (selected from the literature offerings of the English or Foreign Language Departments) and 6 semester hours of history courses (selected from the history offerings of the History Department) as part of their total BACCALAUREATE PROGRAMS. Students who meet these literature and history requirements through their course selections for distribution areas or as part of their minor or major subject programs are free to select courses of their choice, except that such course work may not be selected from the offerings of their major departments, must be independent of their minor studies, and must conform with the specific requirements governing the degree programs for which they are matriculating.

REQUIREMENTS FOR BACCALAUREATE DEGREES BACHELOR OF ARTS

1. Candidates for the degree of Bachelor of Arts must satisfy all the regulations of the Uniform College Requirements, including course work for the Additional General Education Requirements.
2. Bachelors of Arts candidates must present a program of major concentration(s) and / or minor studies in accordance with one of the following options:
 - (a) they may present a concentration of 30-45 semester hours of course work in Biology, English, French, History, Mathematics, Philosophy, Political Science, or Sociology and a minor of 18-24 semester hours of course work in an officially approved area of studies;

- (b) they may present a concentration of 30-45 semester hours of course work in Biology, English, French, History, Mathematics, Philosophy, Political Science, or Sociology and a second concentration of 30-45 semester hours of course work in any one of the following subjects: Biology, Earth Science, English, French, History, Mathematics, Philosophy, Political Science, Psychology, Spanish, Sociology, or the Visual Arts; or
- (c) they may present an academic concentration of 30-45 semester hours of course work in Earth Science, English, French, History, Mathematics, Philosophy, Political Science, Psychology, Spanish, Sociology, or the Visual Arts and a professional concentration in Elementary Education. Admission to the professional concentration in Elementary Education is by petition only. Course work for this concentration may be initiated only by qualified junior students. Students who may be interested in this option should consult the regulations entitled "Academic Policies Concerning Teacher-Education Programs," which appear in this catalogue under the Department of Education.

The College does not require students pursuing the Bachelor of Arts degree to declare their major concentrations until the end of their sophomore year, but an early decision by a student will greatly facilitate the selection of appropriate prerequisite courses for major studies and accordingly will reduce the possibilities for time-consuming errors in judgment. A student who makes no declaration of major concentration prior to the end of the sophomore year is listed as an "undeclared" student for his first two years. Students who anticipate applying for the concentration in Elementary Education should not delay declaration of an academic concentration beyond the second semester of the freshman year.

Once a student has begun a program of concentration(s), he may change his concentration option providing that he receives the permission of his advisor(s) and the approval of the chairmen and / or directors of concerned departments or programs. He may also change his minor study when changing his concentration and he may substitute alternative minor programs without changing his concentration. Permission to change concentration options is contingent upon the student's enrollment in an authorized degree major (Biology, Elementary Education, English, French, History, Mathematics, Philosophy, Political Science, and Sociology). Additional course work beyond the minimum 120 semester hours and extension of the normal four-year period of study may be expected for students who change their concentration options later than the first semester of their junior year.

3. All students pursuing the degree of Bachelor of Arts must evidence proficiency in a foreign or classical language at a level demonstrated by one of the following:
 - (a) a satisfactory score on the College Board Achievement Test at the third year secondary school level;
 - (b) a satisfactory score in the Advanced Placement Examination in French, German, Greek, Italian, Latin, Russian or Spanish;
 - (c) a satisfactory score in a proficiency test prepared and administered by the Language Department of Lowell State College (preferably during the student's freshman year) and covering a reading knowledge of French, German, Greek, Italian, Latin, Russian or Spanish;
 - (d) passing two semester courses on the intermediate, second-year college level in a language previously studied in the secondary school; or
 - (e) passing a minimum of 12 semester hours in a single foreign or classical language, the study of which is initiated at Lowell State College.

BACHELOR OF SCIENCE

1. Candidates for the degree of Bachelor of Science must satisfy all the regulations of the Uniform College Requirements, including course work for the Additional General Education Requirements, and must complete a minimum of 60 semester hours of courses in Biology, Chemistry, Mathematics, Physical Sciences, and Medical Technology or Nursing.
2. Bachelor of Science candidates pursue a program of studies in Medical Technology or Nursing and carry a professional specialization plus a minor studies program; or they carry a major concentration in Biology plus a supporting concentration in Chemistry or Natural Sciences or a minor studies program selected from several alternative options. Biology concentrators may elect minor programs in Chemistry, Earth Science, Mathematics, Natural Science, or Science Education. They may also elect a dual minor program in Chemistry and Science Education. Students specializing in Medical Technology are required to take a minor in Chemistry. Nursing students may elect a minor in any one of the following: Behavioral Sciences, Biology, Natural Sciences, Psychology, and Social Science.

The nature of those programs offered within the structure of the Bachelor of Science degree ordinarily requires that students declare their major concentrations or specializations by the end of the freshman year and that appropriate prerequisite science course work be undertaken immediately upon admission to the College. Students contemplating major studies in Biology and Medical Technology pursue a core science program during their freshman and sophomore years and at the beginning of their junior year determine which of the two programs they wish to undertake. Additional course work beyond the minimum degree requirements and extension of the normal four-year period of study may be expected for students who make a late declaration of major or who change their major programs later than the first semester of their sophomore year.

Once a student has begun a program of concentration or specialization, he may change his major study providing that he receives the permission of his major advisor and the approval of the concerned departments. He may also change his minor study when changing his major study and he may substitute alternative minor programs without changing his major when minor program options are permitted. Biology concentrators who plan to apply for the minor in Science Education at the end of their sophomore year should note that this program is selective.

BACHELOR OF MUSIC

1. Candidates for the degree of Bachelor of Music must satisfy all the regulations of the Uniform College Requirements, including course work for the Additional General Education Requirements.
2. Bachelor of Music candidates must present a major specialization in Applied Music, Music History and Literature, or Music Theory and Composition in accordance with prescribed music curricula.
3. All Bachelor of Music candidates must satisfy both the participation requirements for music organizations and the senior recital requirement.

The nature of music programs requires that students declare their intention of majoring in Music upon application for admission to the College and that music course work be undertaken immediately upon entry. All candidates for music degrees pursue a core music curriculum during the freshman year and at the beginning of the sophomore year determine which of the two degree programs in music they wish to undertake. Once a student has begun a program of music specialization, he may change his major option providing that he receives the permission of his advisor (s) and the approval of the concerned departments and / or program directors. Such a change may not require extension of a student's period of study if he changes from one degree program in music to another such program by the end of his sophomore year, but changes of program to other degree curricula after the end of the freshman year may require extension of a student's normal four-year period of study. Courses in applied music

may not be credited to Bachelor of Arts or Bachelor of Science degree programs. Ordinarily, students may not transfer into music programs from other programs of the College, but such transfer may be permitted for the unusual student early in his academic career. Students pursuing the Bachelor of Music degree may choose to satisfy the requirements of the Bachelor of Music Education degree by completing the specified professional program in Music Education. This professional course work will require at least one year of full-time additional study (30 semester hours of course work) and is available as an option only to those students who declare their intention of undertaking a dual-degree program before the final semester of their senior year.

BACHELOR OF MUSIC EDUCATION

1. Candidates for the degree of Bachelor of Music Education must satisfy all the regulations of the Uniform College Requirements, including course work for the Additional General Education Requirements, and must present a minimum of 129 semester hours of course work for graduation.
2. Bachelor of Music Education candidates must present a Music specialization in accordance with the prescribed curriculum and must select a vocal or instrumental emphasis--such selection being determined by their major performance areas, their special interests, and their career ambitions.
3. Candidates for the Bachelor of Music Education degree must satisfactorily complete the prescribed professional minor in Music Education.
4. All candidates for the Bachelor of Music Education degree must satisfy both the participation requirements for music organizations and the senior recital requirement.

The nature of music programs requires that students declare their intention of majoring in Music upon application for admission to the College and that music course work be undertaken immediately upon entry. All candidates for music degrees pursue a core music curriculum during the freshman year and at the beginning of the sophomore year determine which of the two degree programs in music they wish to undertake. Formal admission to the Bachelor of Music Education curriculum is subject to the academic policies concerning teacher-education programs, however, and is not granted until the end of the sophomore year. Once a student has begun a program of Music specialization, he may change his major option providing that he receives the permission of his advisor(s) and the approval of the concerned departments and/or program directors. Such a change may not require extension of a student's period of study if he changes from one music program to another such program by the end of his sophomore year, but changes of program to other degree curricula after the end of the freshman year may require extension of a student's normal four-year period of study. Courses in applied music may not be credited to Bachelor of Arts or Bachelor of Science degree programs. Ordinarily, students may not transfer into music programs from other programs of the College, but such transfer may be permitted for the unusual student early in his academic career.



COURSES OF INSTRUCTION

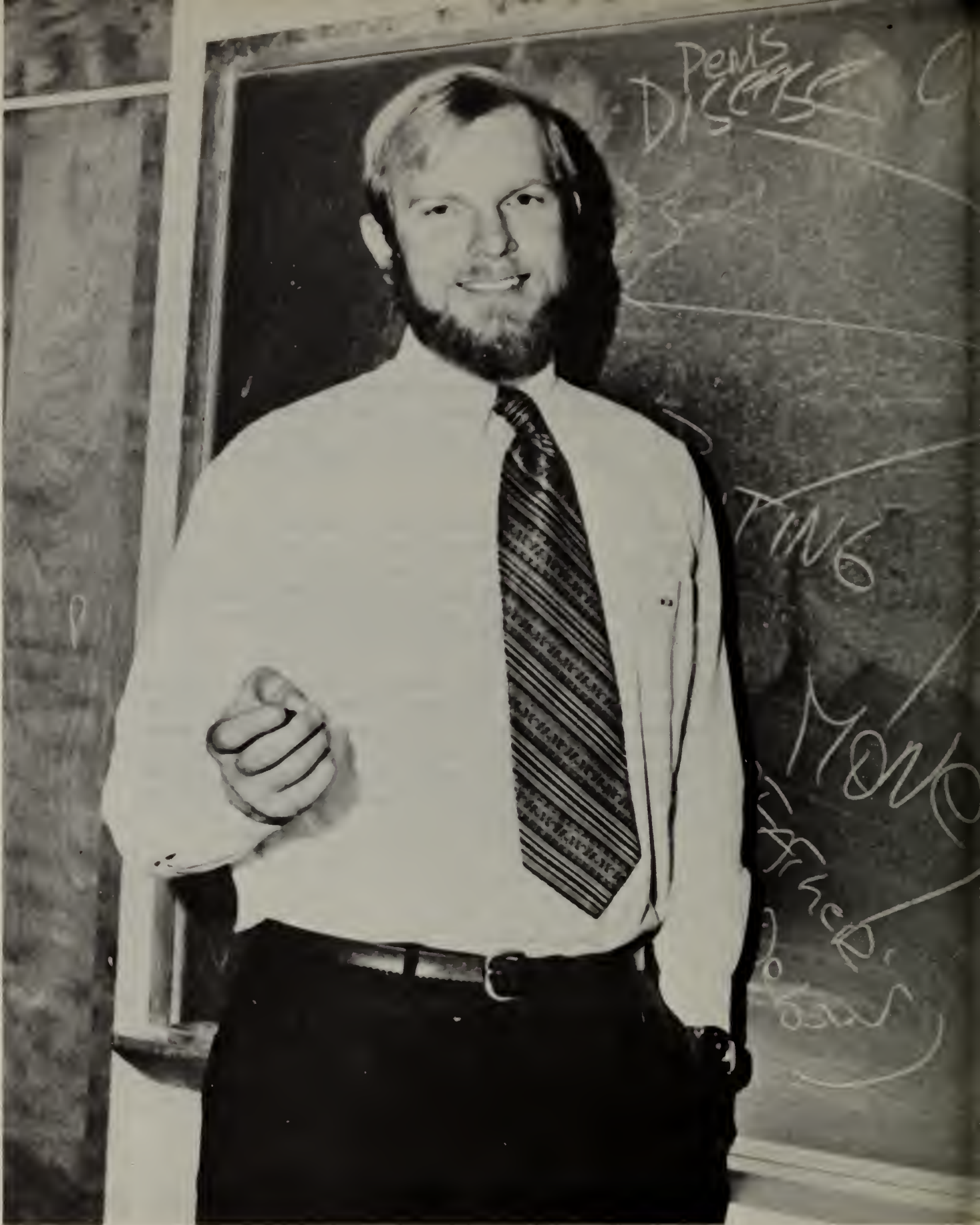
COURSE PREFIXES

Each course offering listed in this catalogue is designated by a two-letter prefix and a three-digit number. The letter prefixes identify the subjects of courses as noted below. The numbers designate the degrees of specialization and are characterized on the following page. A course carrying a second departmental number in parentheses has been newly numbered for this issue of the catalogue. Students with credit for a course in parentheses are not permitted to enroll in the course under the new number unless the course is stated as being repeatable.

AH	Art History	MA	Mathematics
BI	Biology	ME	Music Education
CH	Chemistry	MT	Medical Technology
CL	Classics	MU	Music
EC	Economics	NU	Nursing
EE	Elementary Education	PE	Physical Education
EN	English	PH	Philosophy
FE	Foundations of Education	PO	Political Science
FR	French	PS	Psychology
GE	Geography	PY	Physical Sciences
GK	Greek	RU	Russian
GL	Geology	SA	Studio Arts
GM	German	SE	Secondary Education
HI	History	SO	Sociology
IT	Italian	SP	Spanish
LA	Latin		

COURSE NUMBERING SYSTEM

- 001 - 099 Non-credit courses.
- 101 - 199 Beginning courses not having prerequisites, ordinarily taken by students in the freshman and sophomore years to fulfill the area distributions of the Uniform College Requirements or to obtain an introduction to an area of study.
- 201 - 299 Intermediate courses which are restricted in scope but generally having no specific prerequisites, ordinarily taken by freshman and sophomore students to fulfill the area distributions of the Uniform College Requirements or to initiate work in major subjects.
- 301 - 399 Systematic courses concerned with specialized aspects of a discipline which are ordinarily within major areas of concentration or specialization but are generally open to upper-division students for election; and beginning courses of a professional nature which require special permission of instructors and / or departments to enter.
- 401 - 499 Specialized courses providing intensive analysis of a subject of limited scope which are ordinarily within major areas of concentration or specialization and are generally open to upper-division students for election only with the consent of instructors or departments; directed reading courses, seminars, and advanced courses in prescribed professional sequences which are not open for general election.



BEHAVIORAL SCIENCES

Thomas Norris, Acting Chairman
Department of Behavioral Sciences

The Department of Behavioral Sciences offers a major concentration in Sociology leading to the Bachelor of Arts degree and supporting concentrations in Psychology and Sociology for students who may arrange such additional concentrations. The Department also offers minor areas of study in the Behavioral Sciences, Psychology, and Sociology.

Concentrations in Sociology (both the major degree concentration and the supporting second concentration) should be of value to students interested in the study of society, whether they regard their college years as an opportunity to acquire a liberal arts education with a broad understanding of the group determinants of behavior, social relations, and organizations; as preparation for useful and rewarding occupations upon graduation in governmental and voluntary agencies; or as pre-professional training to be continued in graduate school (not only in Sociology itself, but also for such diverse professions as law, medicine, social work, and business). A concentration in Sociology consists of 30-45 semester hours and must include the following courses:

- | | |
|--------------------------------------------------|------------------------------------------|
| 1. SO 101--Introduction to Sociological Analysis | 4. SO 402--Research Methods in Sociology |
| 2. SO 201--Social Anthropology | 5. SO 422--Field Placement or |
| 3. SO 321--Contemporary Sociological Theories | SO 491--Directed Study |

In addition to the above courses, Sociology concentrators are strongly urged to take MA 206--Elementary Statistical Analysis.

Students selecting an academic concentration in Sociology and a professional concentration in Elementary Education are advised to consult the Recommended Course of Study for Elementary Education and Sociology Concentrators which appears in this catalogue under the Department of Education and to plan their programs accordingly.

Students pursuing the major concentration in Sociology leading to the Bachelor of Arts degree are advised to follow the recommended course of study below or to work out acceptable alternative programs with their advisors or with the Director of the Sociology program. Students transferring to the College and who wish to concentrate in Sociology must make individual arrangements with the Director of the Sociology program regarding satisfaction of underclass requirements.

RECOMMENDED COURSE OF STUDY FOR SOCIOLOGY CONCENTRATORS (BACHELOR OF ARTS)

Uniform College Requirements	39
Concentration in Sociology	30-45
Minor Subject (or Supporting Second Concentration)	18-30
Unrestricted Electives	6-33
	<hr/> 120

Freshman Year

EN 101--English Composition	3
Area I (PS 101--General Psychology and Government Requirement Elective)	6
Laboratory Science Requirement (Science Electives)	6
Area III (Foreign Languages or Symbolics Electives) *	6
Literature Elective (Additional General Education Requirement)	3
SO 101--Introduction to Sociological Analysis	3
Unrestricted Elective	3
PE 001-002--Physical Education	0
	<hr/> 30

Sophomore Year

Area II (History Electives)	6
Foreign Languages* or General Education Electives	6
Literature Elective (Additional General Education Requirement)	3
SO 201--Social Anthropology	3
Sociology Electives	9
Unrestricted Electives	<u>3</u>
	30

Junior Year

MA 206--Elementary Statistical Analysis or Elective	3
SO 321--Contemporary Sociological Theories	3
SO 402--Research Methods in Sociology	3
Sociology Electives	3-15
Minor Area of Study Electives	9-12
Unrestricted Electives	<u>3-12</u>
	30

Senior Year

SO 422--Field Placement or SO 491-Directed Study	3
Sociology Electives	3-15
Minor Area of Study Electives	9-12
Unrestricted Electives	<u>3-15</u>
	30

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* Students meeting the language requirement in whole or in part through means other than formal course work may elect other appropriate courses for Area III (Symbolics and Language). Such students may count EN 101--English Composition and/ or MA 206--Elementary Statistical Analysis to satisfy the Area III requirement.

A supporting concentration in Psychology seeks to augment a student's general education rather than to provide specialized professional training. The psychology faculty view their courses, in general, and their concentration, in particular, as "pre-professional" only in the sense that a liberal education and a knowledge of the self are aspects of all pre-professional education. Those students who plan to go on to graduate work in psychology and such related areas as social science, education, and guidance will find the concentration in Psychology especially valuable. A supporting concentration in Psychology consists of 30-45 semester hours and must include the following courses:

- | | |
|--------------------------------------------------------------------|---------------------------------------------------------------------------------|
| 1. PS 209--Social Psychology or
PS 232--Theories of Personality | 3. PS 215--Research Methods in Psychology or
PS 276--Experimental Psychology |
| 2. PS 231--Psychology of Human Learning | 4. PS 272--Abnormal Psychology or
PS 281--Theories of Human Development |

In addition to the above courses, Psychology concentrators are required to take MA 206--Elementary Statistical Analysis.

Students selecting an academic concentration in Psychology and a professional concentration in Elementary Education are advised to consult the Recommended Course of Study for Elementary Education and Psychology Concentrators which appears in this catalogue under the Department of Education and to plan their programs accordingly.

Minor areas in Behavioral Sciences, Psychology, and Sociology consist of 18-24 semester hours which are selected in consultation with the student's advisor and with the advice of appropriate Psychology and Sociology staff members. At least 6 semester hours of the course work for minor studies must be selected from courses numbered "300" or above. The Behavioral Science minor must include PS 101--General Psychology, SO 101--Introduction to Sociological Analysis, and SO 201--Social Anthropology.

DEPARTMENTAL COURSE OFFERINGS:

I. PSYCHOLOGY (Course Prefix PS)

GENERAL PSYCHOLOGY

- 101 A study of the dynamics of human behavior, including such factors as perception, emotion, motivation, personality, and social relations. 3sh. (Fall, Spring)

CHILD GROWTH AND DEVELOPMENT

- 161 An examination of the major factors in the (261) development of children from birth to puberty. May not be taken for credit by students who have taken PS 163. 3sh. (Fall, Spring)

ADOLESCENT DEVELOPMENT

- 162 The dynamics of behavior in adolescence. (262) Individual differences in development and performance are assessed in relation to physical, social, psychological and moral forces. May not be taken for credit by students who have taken PS 163. 3 sh. (Fall, Spring)

DEVELOPMENTAL PSYCHOLOGY

- 163 Research dealing with age-stage theories (263) from infancy through adolescence. Selected research in mature personality traits included. May not be taken for credit by students who have taken PS 161 or 163. 3sh. (Fall, Spring)

SOCIAL PSYCHOLOGY

- 209 An introduction to such topics as attitude (309) formation, decision-making, group processes of conformity and leadership. Prerequisites: PS 101; SO 101. 3 sh. (Fall, Spring)

RESEARCH METHODS IN PSYCHOLOGY

- 215 An introduction to techniques of research in psychology. Issues of formation of hypotheses, research design, data collection, and statistical analysis, based on readings of published research and a short research project carried out by each student. 3sh. (Fall, 1972; Spring, 1973)

PSYCHOLOGY OF HUMAN LEARNING

- 231 Through analysis of the experimental study (322) of the learning process, this course will attempt to achieve a better perspective on the process of human learning. 3sh. (Spring, 1972)

THEORIES OF PERSONALITY

- 232 A survey of the major theories that have (252) been developed, including psychoanalytic theory, social learning theory and the various post-Freudian theorists. Sullivan, Horney, Rogers and Maslow. 3 sh. (Fall Spring)

ABNORMAL PSYCHOLOGY

- 272 An introduction to a study of various cate- (352) gories of neurotic, psychotic and character disorders. Psychotherapeutic techniques and other auxiliary professional methods to control and cure such disorders are studied. Prerequisite: PS 101. 3sh. (Fall, Spring)

EXPERIMENTAL PSYCHOLOGY

- 276 The methods of science applied to psycho- logical research. Laboratory investigation of the classical psychophysical methods, conditioning, perception, verbal learning, and problem solving. Prerequisites: PS 101, MA 206. 3 sh. (Spring, 1972)

THEORIES OF HUMAN DEVELOPMENT

- 281 A review of the major theories of develop- ment, including Freud, Piaget, Erikson, Sears and Sullivan. The course will deal with development throughout the life cycle. Theory will be supplemented by individual case studies and research. 3sh. (Fall, 1972, Spring, 1973)

ANALYSIS OF INTERPERSONAL BEHAVIOR

- 326 Students in this course will form a self- analytic group for the semester, using their experience in the group, plus readings, to come to a better understanding of human relationships. 3sh. (Spring, 1973)

ATTITUDES AND THE MASS MEDIA

- 332 This course will deal with the increasingly
(232) important relationship between attitude formation and change and the impact of the mass media in contemporary America. 3 sh. (Spring, 1972)

PSYCHOLOGICAL TESTS AND MEASUREMENTS

- 351 A survey of some major tests used to assess such factors as mental abilities, vocational interests, attitudes, objective and projective personality. Prerequisite: PS 101. 3sh. (Fall, 1971)

INTERACTION THEORIES OF PERSONALITY

- 368 An investigation of recent theories of personality, emphasizing social interaction and communication. Special emphasis upon the theories of Sullivan, Leary, Goffman and Haley. Prerequisite: PS 209 or 232. 3 sh. (Spring, 1972)

BEHAVIOR PROBLEMS OF CHILDHOOD

- 371 A study of the early parent-child relationship with a focus on the critical points at which disturbances in development can occur. Prerequisite: PS 161, 162, or 163. 3sh. (Fall, 1971)

DREAMS, RELIGION, AND MYTHOLOGY

- 398 An examination of some of the creative processes in human civilization, based on the personality theories of Freud and others
(361) The course will concentrate on the symbolic nature of these phenomena as expressions of universal human needs and problems. Prerequisite: PS 232. 3sh. (Fall, 1972)

SEMINAR IN CLINICAL PSYCHOLOGY

- 431 Students in this seminar will participate
(471) as volunteers at the Solomon Mental Health Center, working with emotionally disturbed children and their families. The seminar will focus on some of the issues associated with clinical practice and community mental health. Prerequisite: PS 272. 3sh. (Fall, 1972)

Special reference is made to FE322--Educational Psychology and to PH 353--Existence and Anxiety, which may be credited to a Psychology minor. PH 353--may also be credited to the Psychology concentration.

II SOCIOLOGY (Course Prefix SO)

INTRODUCTION TO SOCIOLOGICAL ANALYSIS

- 101 A comparative study of group behavior
(102) which is basic to all societies. Attention is given to all major social institutions that comprise the social structure. Empirical studies of small, simple societies as well as material from larger more complex societies are utilized. 3 sh. (Fall, Spring)

SOCIOLOGY THROUGH LITERATURE

- 131 An investigation of the principles of sociology through the study of literary masterpieces and contemporary literature. 3sh. (Fall, 1971)

SOCIAL ANTHROPOLOGY

- 201 Using the comparative approach to the study of society, this course will examine several distinct cultures as a means of understanding both the universal constants and the variations in human societies. 3 sh. (Fall, Spring)

CONTEMPORARY SOCIAL PROBLEMS

- 222 Drawing upon topical material and recent literature, this course will examine in depth a number of social problems in the United States, such as race relations and prejudice, slums, crime and violence. 3sh. (Fall, Spring)

THE FAMILY AND SOCIALIZATION

- 231 A study of the nature of family patterns and the process of socialization in the U.S. in an attempt to understand the relationship of socialization to personality growth as well as to the demands of society. 3sh. (Fall, 1972)

CULTURE AND PERSONALITY

- 302 An examination of the hypothesis that variations in culture and society have distinct impact on the growth of personality patterns within the society. Prerequisite: SO 201. 3sh. (Spring, 1972)

AFRICAN CULTURES

- 312 The course will focus on a few selected tribal societies of the African continent and will examine their social organization and cultural patterns. Prerequisite: SO 201. 3sh. (Spring, 1973)

CONTEMPORARY SOCIOLOGICAL THEORIES

- 321 An examination of the major theories developed in recent years to provide a systematic method of understanding and defining the social process. Prerequisite: SO 101. 3sh. (Fall)

INTRODUCTION TO SMALL GROUPS

- 331 An intensive analysis of interaction patterns in small group settings with emphasis upon role relationships and interpersonal relations within the classroom group. 3sh. (Fall, 1972)

THE STUDY OF MINORITIES

- 334 This course will examine the process of (332) immigration into the U.S. over the last century, with particular emphasis on the process of assimilation. Prerequisite: SO 101. 3sh. (Spring)

THE BLACK EXPERIENCE IN AMERICAN LIFE

- 335 A careful examination of the role and status of the Black in this country since slavery. Prejudice, racism, and Black separatism will be emphasized. 3sh. (Fall, 1972)

THE SOCIOLOGY OF DEVIANCE

- 338 This course will focus on the social factors influencing deviant behavior, violent crime, ghetto riots, and drug addiction. 3sh. (Spring, 1973)

STRATIFICATION: CLASS, STATUS AND POWER

- 341 This course will focus on the phenomenon of class distinction, with particular reference to social class in the U.S. The approach will be both historical and sociological. Prerequisite: SO 101. 3sh. (Fall)

URBAN SOCIOLOGY

- 345 Drawing upon material from all the social (344) sciences, this course will attempt to bring into sharper focus the dominant phenomenon of 20th century America, the rise of the megalopolis. Prerequisite: SO 101. 3sh. (Fall)

POLITICAL SOCIOLOGY

- 356 The social functions of politics and a study of the extent to which the social structures of society (classes, occupations, races, and levels of opportunity) qualify political activity. 3sh. (Spring, 1972)

THE SOCIOLOGY OF RELIGION

- 357 Sociological analyses of contemporary and historical religious institutions and experiences. An analysis of religious leadership, church membership, and institutional change. 3sh. (Fall, 1971)

POPULATION DYNAMICS AND SOCIAL CHANGE

- 362 Changes in size, composition, and distribution of populations, the demographic dynamics underlying them, and their social consequences with an exposition of census data and vital statistics, demographic rates, life tables, and cohort analysis: 3sh. (Spring, 1973)

RESEARCH METHODS IN SOCIOLOGY

- 402 The techniques of survey-research and (348) data-collection, including participant observation, sociometry, construction of questionnaires, interviewing, methods of scaling and techniques of research design. Students will complete a research project, working either individually or as members of small teams. Prerequisite: SO 101. 3 sh. (Spring)

SEMINAR: UTOPIAN COMMUNITIES

- 404 An exploration of present and past attempts to achieve the good life through utopian communities. Attention will be given to applicable theories of social change in case study explorations of experimental utopian communities. 3sh. (Spring, 1972)

PRINCIPLES OF SOCIAL WORK

- 411 A study of the historical background and basic principles of public and private social work; social welfare organization and practice in industrial society with particular emphasis on the contemporary society of America. 3sh. (Fall, 1972)

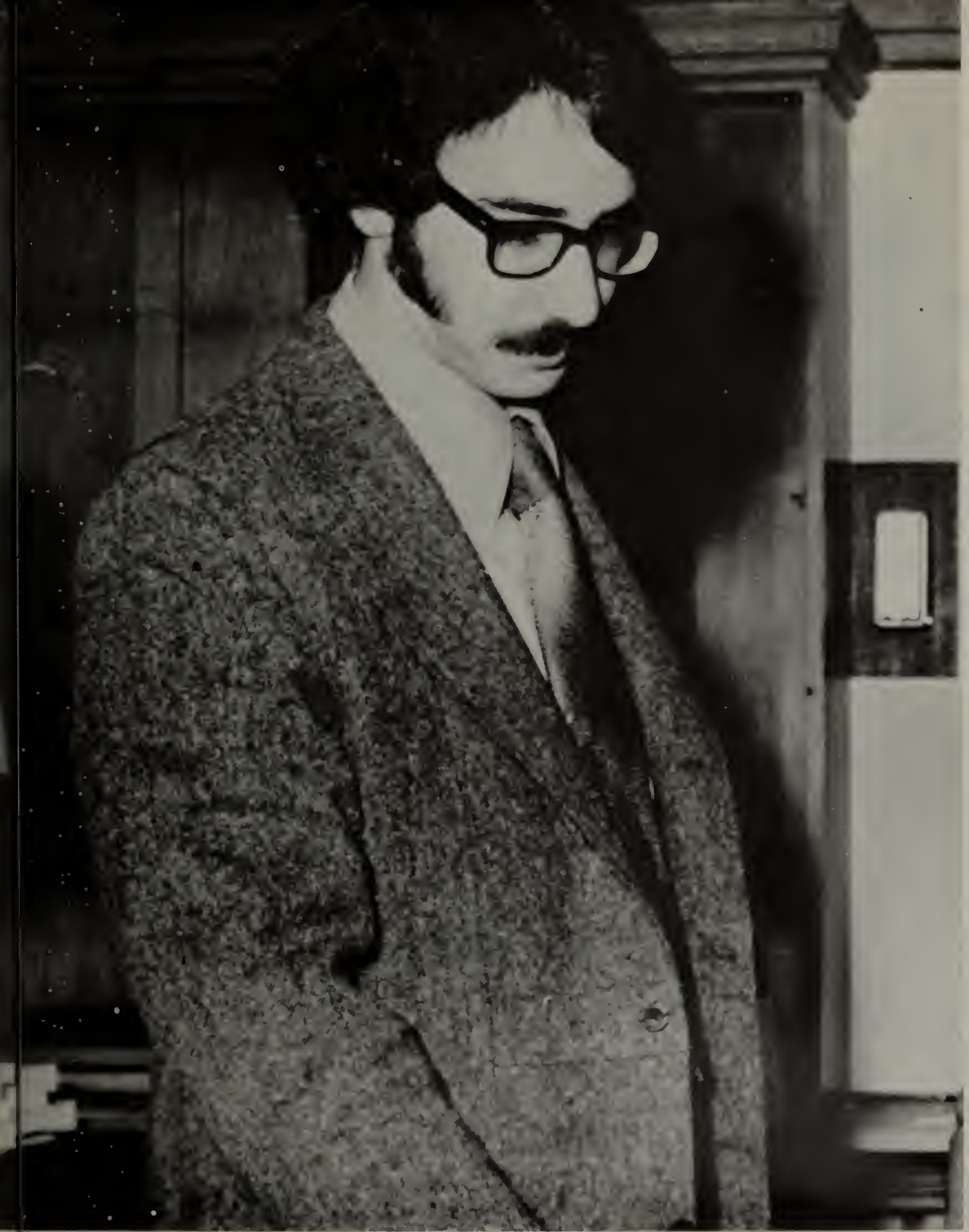
FIELD PLACEMENT

- 422 This course includes supervised placement in a professional setting with experience in professional problem-solving. 3sh. (Spring, 1973)

DIRECTED STUDY

- 491 The student, through regular and frequent consultation with his instructor, develops a course of directed readings in sociology and defines a problem for individual research. 3sh. (Fall, 1972)

Special reference is made to FE 326--Sociology of Education and to FE 327--Sociology of the Urban School Community, one of which may be credited to the Sociology minor and to non-teaching programs of the Sociology concentration.





EDUCATION

Margaret R. Shannon, Chairman
Department of Education

The Department of Education offers a professional concentration in Elementary Education for those students enrolled in a Bachelor of Arts degree program who have satisfied the admission requirements prescribed by the "Academic Policies Concerning Teacher-Education Programs." Students admitted to a concentration in Elementary Education must continue to pursue the academic concentration in which they are enrolled at the time of their tentative admission to the professional concentration.

Teaching programs in Secondary Education (English Education, Foreign-Language Education, History and Political Science Education, Mathematics Education, and Science Education) are administered, respectively, by the Departments of English, Foreign Languages, History and Political Science, Mathematics, and Science. The teaching program in Music Education is administered by the Department of Music.

COMMITTEE FOR TEACHER EDUCATION

M. Virginia Biggy,	Directory of Elementary Education Apprentice Teaching
Robert Bousquet,	Director of Foreign-Language Education
Joyce Denning,	Director of History and Political Science Education
Paul Gayzagian,	Director of Music Education
Curtis Hinckley,	Director of Science Education
William Malone,	Director of Mathematics Education and Chairman, Department of Mathematics
Mary McGauvran,	Dean of Admissions and Professor of Education
William Roberts,	Director of English Education
Margaret Shannon,	Chairman, Department of Education and Chairman, Committee for Teacher Education

The Committee for Teacher Education is responsible for establishing basic policies for all teaching programs of the College and acts as an appeals body for all students enrolled in such programs or seeking admission to such programs. When reviewing or establishing basic policies for teaching programs, the Committee is augmented with student representation from the several teaching programs and from the College Senate. All decisions of the Committee in reviewing student petitions are final.

ACADEMIC POLICIES CONCERNING TEACHER-EDUCATION PROGRAMS

Admission to baccalaureate study at Lowell State College does not guarantee admission to teacher-education programs in Elementary, Music, or Secondary Education curricula. Courses listed under the catalogue heading "Foundations of Education" may be elected by the general student who is interested in developing a basic understanding of the educational process, but all courses listed under "Elementary Education," "Music Education," and "Secondary Education" are open only to students who have been formally admitted to teacher-education programs.

As a prerequisite for application to teacher-education programs, all students must exhibit personality characteristics suitable for the teaching of youth and adolescents as specified by the General Laws of the Commonwealth for the certification of teachers, must have demonstrated satisfactory written and oral communication skills, and must have achieved a cumulative grade-point averages of not less than 2.00 by the end of their sophomore year. Although *formal admission* to teaching programs is based upon the record of each individual applicant as of the semester preceding the period established by the several teaching programs for initiating course work in curriculum and teaching methodology, the College deadline for application to teaching programs is May 1st of the sophomore year.

Application to the appropriate director of teaching programs (for Music and Secondary programs) or to the Chairman of the Education Department (for Elementary Education programs) must be made individually by each student in a letter of application. Such application should set forth the student's reasons for seeking admission to the specific teaching program, should include a summary of his experiences with youth and adolescents in community public or private organizations, and should specify any other pertinent information which may be useful to directors in evaluating his motivation and his commitment to teaching. Transfer students should indicate their intention of applying for teaching programs at the time of their application to the College and should file a letter of intent with the appropriate directors in accordance with the above directions and prior to the end of the academic year preceding their admission to the College. Students who are acceptable to directors of teaching programs will be notified of their *tentative admission* into teaching programs prior to the beginning of the fall semester of their junior year. Transfer students desiring to enter teaching programs who have not made application by the time of their admission to the College and students who have not received tentative admission to teaching programs at the beginning of their junior year may petition the Committee for Teacher-Education Programs for reviews of their records and for consideration or reconsideration of their letters of application. All decisions of the Committee in evaluating such petitions are final.

All teaching programs require specific academic course work and a professional studies sequence which includes courses in the foundations of Education, curriculum and instruction, and apprentice teaching. Specific course requirements for each of these sequences may be found in the descriptions of Elementary, Music, and Secondary programs which appear in the relevant subsections which follow. Statements concerning required academic course work for teaching programs may be found in the curricula descriptions of the relevant collegiate departments. *Formal acceptance* into teaching programs at the end of the semester preceding the period established by the several teaching programs for initiating course work in curriculum and instruction is granted only to those students who have achieved cumulative grade-point averages of 2.50 or higher in their major academic concentrations or specializations, who have earned cumulative grade-point averages of 2.00 or higher in their total courses of study, who have passed each course of the required academic sequences, and who have passed each course of the required sequences for the foundations of Education with a grade of "C" or better.

Students will not be admitted to courses in apprentice teaching who have not achieved a grade-point average of 2.50 or higher both in their major studies and in their course work in Education by the end of the period preceding the time established by the several teaching programs for apprentice teaching. Nor will students be admitted to apprentice teaching who have failed required courses in disciplinary concentrations or specializations unless such courses have been repeated and passed, who have not passed each course of the required Education sequences with a grade of "C" or better, who have not evidenced within the clinical experiences of the curriculum and instruction courses those positive personal characteristics which are necessary to classroom effectiveness, or who have not obtained a 2.00 cumulative average by the end of the period immediately preceding the time established by the several teaching programs for apprentice teaching courses. Students who have failed to gain admission to apprentice-teaching courses have not satisfied the retention standards of the several teaching programs and ordinarily must discontinue their enrollment in such programs.

When there are extenuating circumstances, however, students who have been denied admission to apprentice teaching courses may petition the Committee for Teacher-Education for reviews of their records and for consideration of such mitigating conditions as they may wish to bring to the Committee's attention. After evaluating a student's petition, the Committee may recommend termination of enrollment in a teaching program or probationary enrollment status based upon a program of additional course work with specified achievement expectations. A student who is dropped from teaching programs or who fails to satisfy the expectations for additional course work recommended by the Committee may transfer to other non-teaching programs of the College if he continues to meet the general grade-point standards of the College and receives the approval of the necessary department chairmen. Students who have been dropped from teaching programs and who have failed to gain permission to transfer to other non-teaching programs of the College for reasons of unsatisfactory scholarship are dismissed from the College.

A student's grade in a course in apprentice teaching is officially recorded as "P" or "F", supportive evidence of his teaching performance being provided in his placement folder. A student may withdraw from apprentice-teaching courses without prejudicing his grade-point average before the beginning of the fifth week. Such students receive a grade of "W". Students who withdraw from apprentice-teaching courses after the beginning of the fifth week receive grades of "WP" and "WF". A grade of "P" in apprentice-teaching courses is not counted in computing cumulative grade-point averages, but grades of "F" and "WF" are counted. Students who fail or who withdraw from courses in apprentice teaching are automatically dropped from teaching programs and must apply for transfer to other non-teaching programs of the College. Such transfer must receive the permission of department chairmen having jurisdiction over those programs to which students desire admission. A student who receives permission to transfer to non-teaching programs ordinarily may expect to extend his studies beyond the normal four-year period. A student who is denied permission to transfer to other programs of the College because of inadequate scholarship is dropped from the College.

Courses in apprentice teaching ordinarily may not be repeated. However, students who have failed or who have withdrawn from apprentice-teaching courses and who have attained satisfactory grade-point averages to merit retention in the College may later apply to the Committee for Teacher-Education for reinstatement. Such application is made with the understanding that no student may apply for completion of a teaching program after he has graduated and that reinstatement ordinarily requires postponement of graduation and extension of the normal four-year period of study. All decisions of the Committee concerning reinstatement are final. A passing evaluation in a repeated course in apprentice teaching cancels an original failing grade for purposes of determining a student's cumulative grade-point average.

ELECTIVE COURSES IN EDUCATION

Those courses listed under the catalogue heading "Foundations of Education" may be of interest to the general student as well as to the prospective teacher, and by vote of the Committee for Teacher-Education such courses may be elected by the general student. These courses may not satisfy the Uniform College Requirements for General Education but may be credited (with the approval of concerned departments) to related minor or major areas of study.

FOUNDATIONS OF EDUCATION (Course prefix FE)

PHILOSOPHY OF EDUCATION

- 301 The following matters will be considered in relationship to the processes and ends of education: the problem of self and social context, the structure of knowledge, and the structure of language and communication. Members of the Philosophy Department. 3 sh. (Fall, Spring)

PHILOSOPHICAL AND MORAL ISSUES IN EDUCATION

- 302 Several important issues in education will be examined from the standpoint of moral and social philosophy. Topics will include the meaning and purpose of education, the concepts of equality, freedom, authority, and democracy in the school; and the problems of institutional accountability and reform. Readings will be selected from philosophers, educators and critics of education - past and present. Wagner. 3 sh. (Fall, Spring)

HISTORY OF AMERICAN EDUCATION

- 305 An analysis of the development of educational thought and practice in the United States, within the context of American social, cultural, economic and intellectual history. Cunningham. 3sh. (Fall, Spring)

MEASUREMENT AND EVALUATION

- 311 The following aspects of evaluation are studied: the construction of behavioral objectives, construction of achievement tests, calculation and interpretation of statistical techniques appropriate to testing, and analysis of selected standardized tests. D'Elia, Orlandi. 3sh. (Fall, Spring)

EDUCATIONAL PSYCHOLOGY

- 322 Designed as an introduction to the study of human learning, this course covers such topics as efficiency in learning, testing, the psychology of teaching, and theories of human learning. Members of the Behavioral Sciences Department. 3sh. (Spring)

SOCIOLOGY OF EDUCATION

- 326 The educational system is analyzed as an institution whose organizations and purposes reflect the socialization needs of the wider society. Viewing the school as a social system, problems of authority, the role of the teacher, peer groups, aspirations and mobility of clientele are considered. Reciprocal relations of school and community are

examined with reference to such factors as social class, family, and occupational systems. Special emphasis is placed on the issue of equality of educational opportunity and on recent organizational changes which attempt to meet this goal. Opportunities for field work are included as an integral part of the course. Guttmacher. 3sh. (Fall, Spring)

SOCIOLOGY OF THE URBAN SCHOOL COMMUNITY

- 327 A study of the political, economic, and social patterns associated with urban life as reflected in the major educational institutions of the city. Emphasis is placed on the impact of urban institutions on performance, aspirations, behavior, and mobility of students. Corman. 3 sh. (Fall, Spring)

DYNAMICS OF INTERPERSONAL RELATIONS FOR TEACHERS

- 328 Provides the student with the opportunity as an active member, to participate in training group ("T" Group) and other small group activities and exercises. These and supplementary activities enable the student to learn more about himself, group dynamics, and interpersonal relationships, and encourages him to extend his knowledge and skill and in working with individuals and groups. Gayzagian. 3sh. (Spring)

CURRICULUM REQUIREMENTS FOR MUSIC EDUCATION (24 sh)

A. Prerequisite Course Requirement for Music Education

The professional program in Music Education requires that PS 163--Developmental Psychology be taken prior to formal admission. This course work must be completed within the Area I Distribution Requirement of the Uniform College Requirements.

B. General Requirements for Music Education

The Music Education program of the College requires a professional studies sequence which includes course work in the humanistic and behavioral science foundations of Education, curriculum and instruction, and apprentice teaching.

1. Humanistic Foundations of Education--One course selected from the following:

FE 301--Philosophy of Education (3 sh)

FE 302--Philosophical and Moral Issues in Education (3 sh)

FE 305--History of American Education (3 sh)

2. Behavioral Science Foundations of Education:

FE 323--Dynamics of Interpersonal Relations for Teachers
(3 sh)

3. Curriculum and Instruction:

ME 391--Music in the Elementary Schools (3 sh)

ME 393--Music in the Secondary Schools (3 sh)

ME 395--Curriculum Development and Evaluation in Music
Education (4 sh)

4. Apprentice Teaching:

ME 491--Apprentice Teaching of Music in the Elementary School (4 sh)

ME 492--Apprentice Teaching of Music in the Secondary School (4 sh)

MUSIC EDUCATION (Course Prefix ME)

MUSIC IN THE ELEMENTARY SCHOOLS

- 391 Experience is given for the development of musical concepts by perception, analysis, and practice through the use of musical activities. Observations, demonstrations and actual school teaching is provided as an integral part of the course. Ashley. 3 sh. (Fall, Spring)

MUSIC IN THE SECONDARY SCHOOLS

- 393 Reviews the characteristics and attitudes of adolescence, and explores teacher attitudes as related to success in music teaching. Provides experience with a variety of approaches and activities appropriate to this level. Pordon. 3sh. (Fall, Spring)

CURRICULUM DEVELOPMENT AND EVALUATION IN MUSIC EDUCATION

- 395 An exploration of music programs, grades K-12, as they presently exist and as they could be organized to fit special situations. Principles of evaluation are studied relative to their effectiveness in measuring aptitude and achievement in music classes. Gayzagian. 4sh. (Fall, Spring)

APPRENTICE TEACHING OF MUSIC IN THE ELEMENTARY SCHOOL

- 491 Full-time apprentice teaching of music in public elementary schools under the supervision of qualified classroom teachers, administrators, music specialists, and members of the college faculty. Provides experience for the student in applying contemporary principles and techniques studied in music and music education courses, and in using a wide variety of materials and equipment. Prerequisite: ME 391. Ashley and Members of Music Department. 4sh. (Fall, Spring)

APPRENTICE TEACHING OF MUSIC IN THE SECONDARY SCHOOL

- 492 Full-time apprentice teaching in public secondary schools under the supervision of qualified music specialists, administrators, and members of the college faculty. Provides experience for the student in applying contemporary principles and techniques studied in music and music education courses. Prerequisite: ME 393. Gayzagian and Members of Music Department. 4 sh. (Fall, Spring)

**CURRICULUM REQUIREMENTS FOR SECONDARY
EDUCATION PROGRAMS (18-24 sh)**

A. Prerequisite Course Requirements for Secondary Programs

Secondary education programs of the College require 3 semester hours of course work from among the following offerings of the Department of Behavioral Sciences:

PS 162--Adolescent Development
PS 163--Developmental Psychology

This course work may be completed within the Area I Distribution Requirement of the Uniform College Requirements or as part of a student's unrestricted course options.

B. General Requirements for Secondary Programs

All secondary education programs of the College require a professional studies sequence which includes course work in the humanistic and behavioral science foundations of Education, curriculum and instruction, and apprentice teaching.

1. Humanistic Foundations of Education--One course selected from the following:

FE 301--Philosophy of Education (3 sh)
FE 302--Philosophical and Moral Issues in Education (3 sh)
FE 305--History of American Education (3 sh)

2. Behavioral Science Foundations of Education--One course from each of the following sub-groups:

- a. Psychology of Learning

FE 322--Educational Psychology (3 sh)

b. Sociology of Education

FE 326--Sociology of Education (3 sh)

FE 327--Sociology of the Urban School Community (3 sh)

3. Curriculum and Instruction -- One course from the following listing which must be selected according to the student's subject-matter concentration:

SE 383--Curriculum and Teaching of Biology in the Secondary School (4 sh)

SE 385--Curriculum and Teaching of English in the Secondary School (4 sh)

SE 387--Curriculum and Teaching of Foreign Languages in the Secondary School (4 sh)

SE 389--Curriculum and Teaching of History and Political Science in the Secondary School (4 sh)

SE 391--Curriculum and Teaching of Mathematics in the Secondary School (4 sh)

4. Apprentice Teaching in the Secondary School -- One course from the following listing which must be selected according to the student's subject-matter concentration:

SE 483--Apprentice Teaching of Biology in the Secondary School (8 sh)

SE 485--Apprentice Teaching of English in the Secondary School (8 sh)

SE 487--Apprentice Teaching of Foreign Languages in the Secondary School (8 sh)

SE 489--Apprentice Teaching of History and Political Science in the Secondary School (8 sh)

SE 491--Apprentice Teaching of Mathematics in the Secondary School (8 sh)

5. Elective Courses for Secondary Education -- The following courses are generally relevant for all prospective teachers, and Secondary-Education students are urged to select an additional 3 semester hours of course work from these offerings.

FE 311--Measurement and Evaluation (3 sh)

FE 328--Dynamics of Interpersonal Relations for Teachers (3 sh)

SECONDARY EDUCATION (Course Prefix SE)

THE CURRICULUM AND TEACHING OF BIOLOGY IN THE SECONDARY SCHOOL

- 383 An analysis of the methods and materials (381) currently used in teaching the biological sciences. Recent curriculum trends are emphasized. Observation in secondary schools is an integral part of the course. Hinckley. 4sh. (Fall)

THE CURRICULUM AND TEACHING OF ENGLISH IN THE SECONDARY SCHOOL

- 385 Analyses of the pedagogical implications (382) of the kinds of knowledge imparted through the teaching of literature, composition, grammar and linguistics in the high school, of individual ego-strength and the teaching role, and of the concepts of method for levels of teaching. Introduction to teaching practice is provided through television micro-instruction and through simulated classroom instruction with high school students. Observation in the secondary schools is required. Roberts. 4sh. (Fall)

THE CURRICULUM AND TEACHING OF FOREIGN LANGUAGES IN THE SECONDARY SCHOOL

- 387 An analysis of the methods and materials (385) currently used in teaching foreign languages. Recent trends in the teaching of foreign languages in the secondary schools are considered, with particular reference to audio-lingual programs. Observation in secondary schools is required. Bousquet. 4sh. (Fall)

THE CURRICULUM AND TEACHING OF HISTORY AND POLITICAL SCIENCE IN THE SECONDARY SCHOOLS

- 389 An analysis of the problems of content (387) and organization of social studies courses in both urban and suburban secondary schools. Attention is given to group processes; to varieties of instructional materials and methods, including directive and non-directive inquiry methods; to the developing multimedia projects in the various areas of the social studies; and to the specific problems of racial and ethnic minorities. Simulation and self-evaluation in the teaching role are emphasized. Pre-requisite to the course is a formal observation program, carrying no credit, involving planned student visitation to secondary schools in the area. Students planning to apply for admission to the program in History and Political Science Education are encouraged to acquire backgrounds in the whole spectrum of social studies to supplement their majors in History and Political Science. Denning. 4sh. (Fall)

THE CURRICULUM AND TEACHING OF MATHEMATICS IN THE SECONDARY SCHOOLS

- 391 Problems of classroom instruction as related to secondary mathematics, with special emphasis upon essential features and new trends of the secondary mathematics curriculum. Observation in the secondary schools is required. Malone. 4 sh. (Fall)

APPRENTICE TEACHING OF BIOLOGY IN THE SECONDARY SCHOOLS

483 Full-time apprentice teaching in public (481) schools (urban and suburban) under the supervision of qualified teachers, principals, and members of the Biology Staff. Provides experience for the student in applying and extending his knowledge and ability in teaching biology as well as opportunity to participate in the total school program. Prerequisite: SE 383. Hinckley and Biology Staff. 8 sh. (Fall)

APPRENTICE TEACHING OF ENGLISH IN THE SECONDARY SCHOOL

485 Full-time apprentice teaching in public (483) schools (urban and suburban) under the supervision of qualified teachers, principals, and members of the English Department. Provides experience for the student in applying and extending his knowledge and ability in teaching English as well as opportunity to participate in the total school program. Prerequisite: SE 385. Roberts and Members of the English Department. 4sh. (Fall)

APPRENTICE TEACHING OF FOREIGN LANGUAGES IN THE SECONDARY SCHOOL

487 Full-time apprentice teaching in public (485) schools (urban and suburban) under the supervision of qualified teachers, principals and members of the Foreign Language Department. Provides experience for the student in applying and extending his know-

ledge and ability in teaching foreign languages as well as opportunity to participate in the total school program. Prerequisite: SE 387. Bousquet and Members of the Foreign Language Department. 8sh. (Fall)

APPRENTICE TEACHING OF HISTORY AND POLITICAL SCIENCE IN THE SECONDARY SCHOOLS

489 Full-time apprentice teaching in public (487) schools (urban and suburban) under the supervision of qualified teachers, principals, and of members of the History and Political Science Department. Provides experience for the student in applying and extending his knowledge and ability in teaching social studies as well as opportunity to participate in the total school program. Prerequisite: SE 387. Denning and Members of the Department of History and Political Science. 8sh. (Fall)

APPRENTICE TEACHING OF MATHEMATICS IN THE SECONDARY SCHOOL

491 Full-time apprentice teaching in public schools (urban and suburban) under the supervision of qualified teachers, principals, and members of the English Department. Provides experience for the student in applying and extending his knowledge and ability in teaching mathematics as well as opportunity to participate in the total school program. Prerequisite: SE 391. Malone and Members of Mathematics Department. 8sh. (Fall)

CURRICULUM REQUIREMENTS FOR ELEMENTARY EDUCATION CONCENTRATORS

A. Prerequisite Course Requirements for Elementary Education Concentration

Students planning to apply for admission to the professional concentration in Elementary Education must be making satisfactory progress at the time of application in any one of the following academic concentrations: Earth Science, English, French, History, Mathematics, Philosophy, Political Science, Psychology, Sociology, Spanish, or the Visual Arts. Students who are granted tentative admission to the Elementary Education concentration must complete the Uniform College Requirements and at least 27 semester hours of course work in their academic concentrations prior to the beginning of their senior year, at which time formal admission to the professional concentration is granted. In addition to these general requirements, such students must complete as part of their academic concentrations and / or course work for the Uniform College Requirements the following prerequisite courses:

- | | |
|--------------------------------------------------------------------------------|-------|
| 1. Courses in both Biological and Physical Sciences | 12 sh |
| 2. Courses in Mathematics, preferably in number systems, Algebra, and Geometry | 6 sh |
| 3. American History | 6 sh |
| 4. PS 161-Child Growth and Development or
PS 163-Development Psychology | 3 sh |

B. General Requirements for Elementary Education Concentration

All Elementary Education programs require a professional studies sequence which includes course work in the humanistic and behavioral science foundations of Education, curriculum and instruction, and apprentice teaching.

1. Humanistic Foundations of Education--One course selected from the following:
FE 301--Philosophy of Education (3 sh)
FE 302--Philosophical and Moral Issues in Education (3 sh)
FE 305--History of American Education (3 sh)
2. Behavioral Science Foundations of Education--One course from each of the following sub-groups:
 - a. FE 311--Measurement and Evaluation(3 sh)
 - b. FE 326--Sociology of Education (3 sh)
FE 327--Sociology of the Urban School Community (3 sh)
3. Curriculum and Instruction:
EE 339--Analysis of Teaching (3 sh)
FE 341--Reading: Elementary School (3 sh)
EE 342--Language and Literature: Elementary School (3 sh)
EE 343--Mathematics and Science: Elementary School (3 sh)
EE 344--Humanities and Social Studies: Elementary School (3 sh)
4. Apprentice Teaching:
EE 441--Apprentice Teaching: Elementary School (8 sh)

DEPARTMENTAL COURSE OFFERINGS:

ELEMENTARY EDUCATION (Course Prefix EE)

ANALYSIS OF TEACHING

- 339 The study of selected principles of experimental, cognitive, and developmental psychology will be reviewed and applied to the teaching and learning of skills and concepts in the elementary school classroom. Study and practice is provided in the framing of behavioral objectives through task analysis. Instructional strategies for attaining goals of content, process, and social behavior will be derived from theories of reinforcement, concept acquisition, and intellectual development. Murphy 3sh. (Fall, Spring)

READING: ELEMENTARY SCHOOL

- 341 A critical analysis of fundamental issues and principles in the teaching of reading, including all phases of the elementary reading program. Particular attention is given to the assessment and use of a broad range of current materials and approaches designed for diagnostic and developmental teaching of reading. Research in reading and in allied disciplines is evaluated in terms of basic and applied values. Giovino, McParland, Shannon. 3sh. (Fall, Spring)

LANGUAGE AND LITERATURE: ELEMENTARY SCHOOL

- 342 A course in the curriculum and teaching of language which examines the role of communication in the life of the child, analyzes procedures and materials for teaching oral and written communication, and develops procedures for organizing, teaching, and evaluating a literature program. Students develop a critical knowledge of a broad spectrum of literature for children. Biggy, Kiernan. 3sh. (Fall, Spring)

MATHEMATICS AND SCIENCE: ELEMENTARY SCHOOL

- 343 Analyzes new approaches in the curriculum and teaching of mathematics and science in the elementary school with emphasis on the examination of concepts which are most appropriate for the development of mathematics and science curricula for children. Particular attention is given to the analysis and use of current materials, multimedia approaches, and inductive and problem-solving techniques. Kopley and Staff. 3 sh. (Fall, Spring)

HUMANITIES AND SOCIAL STUDIES: ELEMENTARY SCHOOL

- 344 Examines conceptual approaches to the selection and organization of content for the teaching of the humanities and social studies in the elementary school. The major concern is the examination and evaluation of theories and strategies used in new programs, and the development and use of procedures to encourage thinking, discovery and creativity. 3 sh. (Fall, Spring)

THE CURRICULUM AND TEACHING OF FOREIGN LANGUAGES IN THE ELEMENTARY SCHOOL

- 351 An analysis of the methods and materials currently used in teaching foreign languages. Recent trends in the teaching of foreign languages in the elementary schools are considered, with particular reference to audio-lingual programs. Bousquet. 3sh. (Fall)

APPRENTICE TEACHING: ELEMENTARY SCHOOL

- 441 Full-time apprentice teaching in the public elementary schools under the supervision of qualified teachers, principals, and members of the Education Department. Provides experience for the student in applying and extending his knowledge and ability in teaching. A seminar in teaching is required as part of this clinical experience. Prerequisites: EE 339, 341, 342, 343, 344. Biggy and Members of the Education Department. 8 sh. (Fall, Spring)

RECOMMENDED COURSES OF STUDY FOR ELEMENTARY EDUCATION CONCENTRATORS (BACHELOR OF ARTS)

Students who wish to follow baccalaureate programs with dual concentrations in an academic subject and Elementary Education are advised to follow the recommended courses of study on the following pages or to work out acceptable alternative programs with their advisors and with the Chairman of the Department of Education. Students transferring to the College and who wish to elect dual concentrations in an academic subject and Elementary Education must make individual arrangements with the Chairmen of their academic departments and the Chairman of the Department of Education regarding satisfaction of underclass requirements.

EARTH SCIENCE AND ELEMENTARY EDUCATION CONCENTRATIONS

Uniform College Requirements	41
Concentration in Earth Science	33
Basic Science Prerequisite Courses	8
Concentration in Elementary Education	32
Electives	9
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Freshman Year

GL 201-202--General Geology I and II	6
EN 101--English Composition	3
Laboratory Science Requirement (BI 105-106--Principles of Biology)	8
Area I (Government Requirement Elective)	3
Area III (MA 107-201--Introduction to Calculus and Calculus I, or MA 201-202--Calculus I and Calculus II)	6
Foreign Language* or Electives	6
PE 001-002--Physical Education	0
	<hr/> 32

Sophomore Year

GL 301--Mineralogy	4
GL 302--Structural Geology	3
Basic Science (CH 121-122--Principles of Chemistry and CH 127-128--Principles of Chemistry Laboratory or PY 201-202--Principles of Physics)	8
Area I (PS 161--Child Growth and Development or PS 163-- Developmental Psychology)	3
Area II (Literature Elective)	3
Foreign Language * or Electives	6
American History Electives	6
	<u>33</u>

Junior Year

GL 303--Oceanography	3
GL 401--Petrology	4
PY215-216--Astronomy	6
Area II (Literature Elective)	3
Elective	3
FE 301--Philosophy of Education, FE 302--Philosophical and Moral Issues in Education, or FE 305--History of American Education	3
FE 311--Measurement and Evaluation	3
FE 326--Sociology of Education or FE 327--Sociology of the Urban School Community	3
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*Cf. language requirement for the Bachelor of Arts degree. Students meeting the language requirement in whole or in part through means other than formal course work may elect courses of their choice.

Senior Year

GL 403--Paleontology	4
PY 331--Meteorology	3
EE 339--Analysis of Teaching	3
EE 341--Reading: Elementary School	3
EE 342--Language and Literature: Elementary School	3
EE 343--Mathematics and Science: Elementary School	3
EE 344--Humanities and Social Studies: Elementary School	3
EE 441--Apprentice Teaching: Elementary School	8
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ENGLISH AND ELEMENTARY EDUCATION CONCENTRATIONS

Uniform College Requirements	39
Concentration in English	36
Concentration in Elementary Education	32
Electives	15
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Freshman Year

EN 132--Types of Literature	3
EN 141--Great Books of Antiquity	3
EN 101--English Composition	3
Laboratory Science Requirement (Science Electives)	6
Area I (Government Requirement Elective)	3
Area III (Foreign Language* or Electives)	6
Mathematics Electives	6
PE 001-002--Physical Education	0
	<hr/> 30

Sophomore Year

EN 231--232--History of English Literature	6
EN 241-242--History of American Literature	6
Area II (American History Electives)	6
Foreign Language* or Electives	6
Science Electives	6
Area I (PS 161--Child Growth and Development or PS 163--Developmental Psychology)	<u>3</u>
	33

Junior Year

EN 302--Expository Analysis or EN 224--Analysis of Modern English	3
EN 223--History and Development of the English Language	3
EN 413--Shakespeare I	3
English Elective	3
FE 301--Philosophy of Education, FE 302--Philosophical and Moral Issues in Education, or FE 305--History of American Education	3
FE 311--Measurement and Evaluation	
FE 326--Sociology of Education or FE 327--Sociology of the Urban School Community	3
Electives	<u>9</u>
	30

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*Cf. language requirement for the Bachelor of Arts degree. Students meeting the language requirement in whole or in part through means other than formal course work may elect courses of their choice.

Senior Year

EE 339--Analysis of Teaching	3
EE 341--Reading: Elementary School	3
EE 342--Language and Literature: Elementary School	3
EE 343--Mathematics and Science: Elementary School	3
EE 344--Humanities and Social Studies: Elementary School	3
EE 441--Apprentice Teaching: Elementary School	8
English Electives	<u>6</u>
	29

FRENCH AND ELEMENTARY EDUCATION CONCENTRATIONS

Uniform College Requirements	39
Concentration in French	37
Concentration in Elementary Education	35
Electives	<u>9</u>
	120

Freshman Year

FR 241-242--Intensive French Review	6
EN 101--English Composition	3
Laboratory Science Requirements (Science Electives)	6
Area I (Government Requirement Elective)	3
Area III (Mathematics Electives)	6
General Education Electives	6
PE 001-002--Physical Education	<u>0</u>
	30

Sophomore Year

FR 251-252--Advanced Conversational French	8
FR 271-272--French Literature to and since 1750	6
Area I (PS 161--Child Growth and Development or PS 162--Developmental Psychology)	3
Area II (American History Electives)	6
Science Electives	6
Elective	<u>3</u>
	32

Junior Year

FR 351--French Stylistics	3
FR 372--Applied Linguistics	3
French Literature Electives	6
FR 397-398--Language Laboratory Practicum	2
Electives	6
FE 301--Philosophy of Education, FE 302--Philosophical and Moral Issues in Education, or FE 305--History of American Education	3
FE 311--Measurement and Evaluation	3
FE 326--Sociology of Education or FE 327--Sociology of the Urban School Community	<u>3</u>
	29

Senior Year

FR 472--Directed Study in French Literature	3
EE 351--Curriculum and Teaching of Foreign Languages: Elementary School	3
EE 339--Analysis of Teaching	3
EE 341--Reading: Elementary School	3
EE 342--Language and Literature: Elementary School	3
EE 343--Mathematics and Science: Elementary School	3
EE 344--Humanities and Social Studies	3
EE 441--Apprentice Teaching: Elementary School	8
	<u>29</u>

HISTORY AND ELEMENTARY EDUCATION CONCENTRATIONS

Uniform College Requirements	39
Concentration in History	36
Concentration in Elementary Education	32
Electives	15
	<u>122</u>

Freshman Year

HI 101--Classical Civilization or HI 105--European History to 1789	3
HI 106--European History since 1789	3
EN 101--English Composition	3
Laboratory Science Requirement (Science Electives)	6
Area I (Government Requirement Elective)	3
Area III (Foreign language* or Electives)	6
Mathematics Electives	6
PE 001-002--Physical Education	0
	<u>30</u>

Sophomore Year

HI 296--Introduction to Historical Study	3
American History Electives (200 level or above)	6
European History Elective (200 level or above)	3
Area I (PS 161--Child Growth and Development or PS 163--Developmental Psychology)	3
Area II (Literature Electives)	6
Foreign Language* or Electives	6
Science Electives	<u>6</u>
	33

Junior Year

History Elective (Third World)	3
European History Elective (200 level or above)	3
American or European History Electives	6
Seminar in History	3
Electives	6
FE 301--Philosophy of Education, FE 302--Philosophical and Moral Issues in Education, or FE 305--History of American Education	3
FE 311--Measurement and Evaluation	3
FE 326--Sociology of Education or FE 327--Sociology of the Urban School Community	<u>3</u>
	30

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*Cf. language requirement for the Bachelor of Arts degree. Students meeting the language requirement in whole or in part through means other than formal course work may elect courses of their choice.

Senior Year

EE 339--Analysis of Teaching	3
EE 341--Reading: Elementary School	3
EE 342--Language and Literature: Elementary School	3
EE 343--Mathematics and Science: Elementary School	3
EE 344--Humanities and Social Studies: Elementary School	3
EE 441--Apprentice Teaching: Elementary School	8
History Elective	3
Elective	<u>3</u>
	29

MATHEMATICS AND ELEMENTARY EDUCATION CONCENTRATIONS

Uniform College Requirements	39
Concentration in Mathematics	33
Concentration in Elementary Education	32
Electives	<u>18</u>
	122

Freshman Year

MA 103--College Algebra I, MA 104--College Geometry, or MA 105--College Trigonometry	3
MA 107--Introduction to Calculus	3
EN 101--English Composition	3
Laboratory Science Requirement (Science Electives)	6
Area I (Government Requirement Elective)	3
Area II (Literature Electives)	6
Area III (Foreign Language* or Electives)	6
PE 001-002--Physical Education	<u>0</u>
	30

Sophomore Year

MA 201--Calculus I	3
MA 202--Calculus II	3
Mathematics Elective	3
Area I (PS 161--Child Growth and Development or PS 163--Developmental Psychology)	3
Foreign Language* or Electives	6
Science Electives	6
American History Electives	6
	<u>33</u>

Junior Year

MA 303--Calculus III	3
MA 304--Calculus IV	3
MA 401--Linear Algebra I	3
Mathematics Elective	3
Electives	9
FE 301--Foundations of Education, FE 302--Philosophical and Moral Issues in Education, or FE 305--History of American Education	3
FE 311--Measurement and Evaluation	3
FE 326--Sociology of Education or FE 327--Sociology of the Urban School Community	3
	<u>30</u>

*Cf. language requirement for the Bachelor of Arts degree. Students meeting the language requirement in whole or in part through means other than formal course work may elect courses of their choice.

Senior Year

EE 339--Analysis of Teaching	3
EE 341--Reading: Elementary School	3
EE 342--Language and Literature: Elementary School	3
EE 343--Mathematics and Science: Elementary School	3
EE 344--Humanities and Social Studies: Elementary School	3
EE 441--Apprentice Teaching: Elementary School	8
MA 407--Modern Algebra	3
Mathematics Elective	3
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PHILOSOPHY AND ELEMENTARY EDUCATION CONCENTRATIONS

Uniform College Requirements	39
Concentration in Philosophy	30
Concentration in Elementary Education	32
Electives	21
	<hr/> 122

Freshman Year

PH 201--Introduction to Philosophy	3
EN 101--English Composition	3
Laboratory Science Requirement (Science Electives)	6
Area I (Government Requirement Elective)	3
Area II (Literature Elective)	3
Area III (Foreign Language— or Electives)	6
Mathematics Electives	6
PE 001-002--Physical Education	0
	<hr/> 30

Sophomore Year

PH 202--Logic	3
PH 251--Ancient Philosophy and / or PH 252--Medieval Philosophy, and / or PH 254--Philosophy of the Enlightenment	6
Area I (PS 161--Child Growth and Development or PS 163--Developmental Psychology)	3
Area II (Literature Elective)	3
Foreign Language* or Electives	6
American History Electives	6
Science Electives	<u>6</u>
	33

Junior Year

Philosophy Electives (PH 301-311)	6
Philosophy Electives (PH 351-355)	6
Electives	9
FE 301--Philosophy of Education, FE 302--Philosophical and Moral Issues in Education, or FE 305--History of American Education	3
FE 311--Measurement and Evaluation	3
FE 326--Sociology of Education or FE 327--Sociology of the Urban School Community	<u>3</u>
	30

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* Cf. language requirement for the Bachelor of Arts degree. Students meeting the language requirement in whole or in part through means other than formal course work may elect courses of their choice.

Senior Year

Philosophy Seminar (PH 401-405)	3
Philosophy Elective	3
EE 339--Analysis of Teaching	3
EE 341--Reading: Elementary School	3
EE 342--Language and Literature: Elementary School	3
EE 343--Mathematics and Science: Elementary School	3
EE 344--Humanities and Social Studies: Elementary School	3
EE 441--Apprentice Teaching: Elementary School	8
	<u>29</u>

POLITICAL SCIENCE AND ELEMENTARY EDUCATION CONCENTRATIONS

Uniform College Requirements	39
Concentration in Political Science	33
Concentration in Elementary Education	30
Electives	18
	<u>122</u>

Freshman Year

PO 101--Introduction to Politics	3
Political Science Elective	3
EN 101--English Composition	3
Laboratory Science Requirement (Science Electives)	6
Area I (SO 101--Introduction to Sociological Analysis)	3
Area III (Foreign Language* or Electives)	6
Mathematics Electives	6
PE 001-002--Physical Education	0
	<u>30</u>

Sophomore Year

Political Science Electives (200 level or above)	6
Area I (PS 161--Child Growth and Development or PS 163--Developmental Psychology)	3
Area II Literature Electives	6
Foreign Language* or Electives	6
American History Electives	6
Science Electives	6
	<u>33</u>

*Cf. language requirement for the Bachelor of Arts degree. Students meeting the language requirement in whole or in part through means other than formal course work may elect courses of their choice.

Junior Year

Political Science Electives (200 level or above)	12
PO 432--Seminar in Political Science	3
Electives	6
FE 301--Philosophy of Education or	
FE 302--Philosophical and Moral Issues in Education or	
FE 305--History of American Education	3
FE 311--Measurement and Evaluation	3
FE 326--Sociology of Education or	
FE 327--Sociology of the Urban School Community	3
	<u>30</u>

Senior Year

Political Science Electives (300 level or above)	6
EE 339--Analysis of Teaching	3
EE 341--Reading: Elementary School	3
EE 342--Language and Literature: Elementary School	3
EE 343--Mathematics and Science: Elementary School	3
EE 344--Humanities and Social Studies: Elementary School	3
EE 441--Apprentice Teaching: Elementary School	8
	<u>29</u>

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PSYCHOLOGY AND ELEMENTARY EDUCATION CONCENTRATIONS

Uniform College Requirements	39
Concentration in Psychology	33
Concentration in Elementary Education	32
Electives	18
	<u>122</u>

Freshman Year

EN 101--English Composition	3
Laboratory Science Requirement (Science Electives)	6
Area I (Government Requirement Elective and SO 101-- Introduction to Sociological Analysis or SO 201-- Social Anthropology)	6
Area II (Literature Electives)	6
Area III (Foreign Language * or Electives)	6
Mathematics Elective	3
PE 001-002--Physical Education	0
	<u>30</u>

Sophomore Year

PS 215--Research Methods in Psychology or PS 276-- Experimental Psychology	3
PA 231--Psychology of Human Learning	3
PS 209--Social Psychology or PS 252--Theories of Personality	3
PS 272--Abnormal Psychology or PS 281--Theories of Human Development	3
Foreign Language* or Electives	6
MA 206--Elementary Statistical Analysis	3
American History Electives	6
Science Electives	6
	<u>33</u>

Junior Year

Psychology Electives	12
Electives	9
FE 301--Philosophy of Education, FE 302--Philosophical and Moral Issues in Education, or FE 305--History of American Education	3
FE 311--Measurement and Evaluation	3
FE 326--Sociology of Education or FE 327--Sociology of the Urban School Community	3
	<u>30</u>

*Cf. language requirement for the Bachelor of Arts degree. Students meeting the language requirement in whole or in part through means other than formal course work may elect courses of their choice.

Senior Year

Psychology Seminar	3
Psychology Elective	3
EE 339--Analysis of Teaching	3
EE 341--Reading: Elementary School	3
EE 342--Language and Literature: Elementary School	3
EE 343--Mathematics and Science: Elementary School	3
EE 344--Humanities and Social Studies: Elementary School	3
EE 441--Apprentice Teaching: Elementary School	<u>8</u>
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SOCIOLOGY AND ELEMENTARY EDUCATION CONCENTRATIONS

Uniform College Requirements	39
Concentration in Sociology	33
Concentration in Elementary Education	32
Electives	<u>18</u>
	122

Freshman Year

SO 101--Introduction to Sociological Analysis	3
EN 101--English Composition	3
Laboratory Science Requirement (Science Electives)	6
Area I (Government Requirement Elective and PS 101-- General Psychology)	6
Area II (Literature Elective)	3
Area III (Foreign Language* or Electives)	6
Mathematics Elective	3
PE 001--002--Physical Education	<u>0</u>
	30

Sophomore Year

SO 201--Social Anthropology	3
Sociology Electives	9
Area II (Literature Elective)	3
Foreign Language* or Electives	6
American History Electives	6
Science Electives	6
	<u>33</u>

Junior Year

SO 321--Contemporary Sociological Theories	3
SO 402--Research Methods in Sociology	3
Sociology Electives	6
MA 206--Elementary Statistical Analysis	3
Electives+	6
FE 301--Philosophy of Education, FE 302--Philosophical and Moral Issues of Education, or FE 305--History of American Education	3
FE 311--Measurement and Evaluation	3
FE 326--Sociology of Education or FE 327--Sociology of the Urban School Community	3
	<u>30</u>

* Cf. language requirement for the Bachelor of Arts degree. Students meeting the language requirement in whole or in part through means other than formal course work may elect courses of their choice.

+ PS 161--Child Growth and Development or PS 163--Developmental Psychology must be taken prior to the spring semester of the junior year.

Senior Year

SO 422--Field Placement or SO 491--Directed Study	3
Sociology Elective	3
EE 339--Analysis of Teaching	3
EE 341--Reading : Elementary School	3
EE 342--Language and Literature: Elementary School	3
EE 343--Mathematics and Science: Elementary School	3
EE 344--Humanities and Social Studies: Elementary School	3
EE 441--Apprentice Teaching: Elementary School	8
	<u>29</u>

SPANISH AND ELEMENTARY EDUCATION CONCENTRATIONS

Uniform College Requirements	39
Concentration in Spanish	35
Concentration in Elementary Education	35
Electives	12
	<u>121</u>

Freshman Year

SP 241-242--Intensive Spanish Review	6
EN 101--English Composition	3
Laboratory Science Requirement (Science Electives)	6
Area I (Government Requirement Elective)	3
Area III (Mathematics Electives)	6
General Education Electives	6
PE 001-002--Physical Education	0
	<u>30</u>

Sophomore Year

SP 251-252--Advanced Conversational Spanish	6
SP 261-262--Cultural Background of Spanish and Hispano-American Literature or SP 271-272--Introduction to Spanish Literature and Introduction to Hispano-American Literature	6
Area I (PS 161--Child Growth and Development or PS 163--Developmental Psychology)	3
Area II (American History Electives)	6
Science Electives	6
Elective	<u>3</u>
	30

Junior Year

SP 351--Spanish Stylistics	3
SP 372--Applied Linguistics	3
Spanish Literature Electives	6
SP 397-398--Language Laboratory Practicum	2
Electives	9
FE 301--Philosophy of Education, FE 302--Philosophical and Moral Issues in Education, FE 305--History of American Literature	3
FE 311--Measurement and Evaluation	3
FE 326--Sociology of Education or FE 327--Sociology of the Urban School Community	<u>3</u>
	30

Senior Year

SP 472--Directed Study in Spanish Literature	3
EE 351--Curriculum and Teaching of Foreign Languages: Elementary School	3
EE 339--Analysis of Teaching	3
EE 341--Reading: Elementary School	3
EE 342--Language and Literature: Elementary School	3
EE 343--Mathematics and Science: Elementary School	3
EE 344--Humanities and Social Studies: Elementary School	3
EE 441--Apprentice Teaching: Elementary School	<u>8</u>
	29

VISUAL ARTS AND ELEMENTARY EDUCATION CONCENTRATIONS

Uniform College Requirements	39
Concentration in Visual Arts	33
Concentration in Elementary Education	32
Electives	<u>18</u>
	122

Freshman Year

AH 201--Introduction to the Visual Arts	3
EN 101--English Composition	3
Laboratory Science Requirement (Science Electives)	6
Area I (Government Requirement Elective)	3
Area II (Literature Elective)	3
Area III (Foreign Language * or Electives)	6
Mathematics Electives	6
PE 001-002--Physical Education	<u>0</u>
	30

Sophomore Year

AH 202--Survey of Art	3
SA 211--Design I	3
SA 221--Basic Drawing I	3
Area I (PS 161--Child Growth and Development or PS-163-- Developmental Psychology)	3
Area II (Literature Elective)	3
Foreign Language* or Electives	6
American History Electives	6
Science Electives	6
	<u>33</u>

Junior Year

AH 221-20th Century Art	3
SA 241-Photography I	3
SA 321--Painting I	3
SA 351--Graphics I	3
Studio Art Elective	3
Electives	6
FE 301--Philosophy of Education, FE 302--Philosophical and Moral Issues in Education, or FE 305--History of American Education	3
FE 311--Measurement and Evaluation	3
FE 326--Sociology of Education or FE 327--Sociology of the Urban School Community	3
	<u>30</u>

* Cf. language requirement for the Bachelor of Arts degree. Students meeting the language requirement in whole or in part through means other than formal course work may elect courses of their choice.

Senior Year

Art History Elective	3
SA 331--Art and the Child	3
EE 339--Analysis of Teaching	3
EE 341--Reading: Elementary School	3
EE 342--Language and Literature: Elementary School	3
EE 343--Mathematics and Science: Elementary School	3
EE 344--Humanities and Social Studies: Elementary School	3
EE 441--Apprentice Teaching: Elementary School	<u>8</u>
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ENGLISH

William C. Burto, Chairman
Department of English

The Department of English offers a major concentration in English leading to the Bachelor of Arts degree and a supporting concentration in English for students who may arrange a second concentration. A concentration in English consists of 30-45 semester hours of course work and must include EN 132, 141, 231, 232, 241, 242, 413, and 223 or 224. The Department highly recommends that English concentrators take one course in English literature between 1660-1900, one course in modern English literature, and one course in American literature in addition to those courses cited above. Students planning to teach in the secondary school are also required to take EN302, 385, or 386, and are urged to take EN 481, PH 307, and both EN 223, and 224. Admission to the professional program in English Education is by petition only. For further information concerning this program, consult the "Academic Policies Concerning Teacher-Education Programs" and the "Curriculum Requirements for Secondary Education Programs" which appear under the catalogue section for Education.

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Students selecting an academic concentration in English and a professional concentration in Elementary Education are advised to consult the Recommended Course of Study for Elementary Education and English Concentrators which appears in this catalogue under the Department of Education and to plan their programs accordingly.

Minor areas of study consist of 18-24 semester hours of course work selected in accordance with the following options and including at least 6 hours of courses which are numbered "300" or above.

1. Minor in English (general English minor)

EN 231-232--History of English Literature I and II	6 sh
EN 413--Shakespeare I	3 sh
One course in American literature	3 sh
English Electives	6-12 sh

2. Minor in English Literature

EN 231-232--History of English Literature I and II	6 sh
EN 413--Shakespeare I	3 sh
Electives in English literature	9-15 sh

3. Minor in American Literature

EN 241-242--History of American Literature I and II	6 sh
EN 231--History of English Literature I or	
EN 232--History of English Literature II	3 sh
Electives in American literature	9-15 sh

4. Minor in Drama

EN 381--Comedy	3 sh
EN 382--Tragedy	3 sh
EN 413-414--Shakespeare I and II	6 sh
Electives in Drama	3-6 sh
Electives in Stagecraft, Acting, or Directing	3-6 sh

Students concentrating in English are advised to follow the recommended courses of study on the following pages or to work out acceptable alternative programs with their advisors or with the Chairman of the English Department. Students transferring to the College and who wish to concentrate in English must make individual arrangements with the Chairman of the English Department regarding satisfaction of underclass requirements.

**RECOMMENDED COURSES OF STUDY FOR
ENGLISH CONCENTRATORS (BACHELOR OF ARTS)**

	Secondary Education	Non-Teaching Programs
Uniform College Requirements	39	39
Concentration in English	39-45	30-45
Minor Subject		18-24
English Education	21-24	
Unrestricted Electives	<u>12-21</u>	<u>12-33</u>
	123	120

I. BASIC UNDERCLASS PROGRAM FOR ENGLISH CONCENTRATORS

Freshman Year

EN 101--English Composition	3
Laboratory Science Requirement (Science Electives)	6
Area I (Government Requirement Elective)	3
Area II (History Electives)	6
Area III (Foreign Language or Symbolics Electives)	6
EN 132--Types of Literature	3
EN 141--Great Books of Antiquity	3
PE 001-002--Physical Education	<u>0</u>
	30

Sophomore Year

Area I (Behavioral+ or Social Sciences Elective)	3
Foreign Languages* or General Education Electives	6
General Education Electives	6
EN 231-232--History of English Literature	6
EN 241-242--History of American Literature	6
EN 223--History and Development of the English Language	3
	<hr/> 30

+ Students who anticipate applying for the Secondary Education program in English Education must take PS 162--Adolescent Development or PS 163--Developmental Psychology prior to the spring semester of their junior year.

*Cf. language requirement for the bachelor of Arts. Students meeting the language requirement in whole or in part through means other than formal course work may elect courses of their choice.

II SECONDARY EDUCATION PROGRAM IN ENGLISH

Junior Year

EN 302-- Expository Analysis	3
EN 413--Shakespeare	3
EN 224--Analysis of Modern English or PH 307--Philosophy of Language	3
PS 162--Adolescent Development or Elective	3
FE 301--Philosophy of Education or FE 302--Philosophical and Moral Issues in Education	3
FE 322--Educational Psychology	3
FE 311--Measurement and Evaluation	3
FE 326--Sociology of Education or FE 327--Sociology of the Urban School Community	3
English Elective	3
Unrestricted Elective	3
	<hr/> 30

Senior Year

SE 385--The Curriculum and Teaching of English in the Secondary Schools	4
SE 485--Apprentice Teaching of English in the Secondary Schools	8
EN 385--The Theory and Function of Criticism or EN 481--Literature for the Adolescent	3
English Electives	3-12
Unrestricted Electives	<u>3-12</u>
	30

**III UPPERCLASS PROGRAM FOR ENGLISH CONCENTRATORS
(NON-TEACHING)****Junior Year**

EN 413--Shakespeare	3
English Electives	6
Minor Subject Electives	9
Unrestricted Electives	<u>12</u>
	30

Senior Year

English Electives	0-15
Minor Subject Electives	9-15
Unrestricted Electives	<u>0-21</u>
	30

DEPARTMENTAL COURSE OFFERINGS
ENGLISH (Course Prefix EN)

ENGLISH COMPOSITION

- 101 The study and application of the principles of effective writing. Develops awareness of diction, style, and grammatical usage. 3sh. (Fall)

ENGLISH FOR FOREIGN STUDENTS

- 103 Individual English programs for the foreign student which include intensive practice in both reading and writing. Zaitchik. 3sh. (Fall)

ENGLISH FOR FOREIGN STUDENTS

- 104 A continuation of EN 103. Zaitchik. 3sh. (Spring)

TYPES OF LITERATURE

- 132 The study of the accepted literary types of poetry, drama, and prose fiction. EN 132 is a prerequisite for all literature courses offered by the Department. 3sh. (Spring)

GREAT BOOKS OF ANTIQUITY

- 141 Representative literatures from the Bible, classical Greece, and imperial Rome are studied as embodiments of ancient views of life and reality. 3sh. (Fall, Spring)

GREAT BOOKS OF THE MIDDLE AGES AND RENAISSANCE

- 143 Representative literary selections of the Middle Ages and Renaissance are studied as embodiments of Christian views of life and reality. 3sh. (Fall)

GREAT BOOKS OF THE MODERN PERIOD

- 145 Representative literary selections from the period of the Enlightenment to the present are studied as embodiments of modern views of life and reality. 3sh. (Fall)

DRAMA

- 201 The study of dramatic genres from classical to contemporary periods. 3sh. (Fall)

POETRY

- 202 The study of poetic forms. 3sh. (Spring) (134)

PROSE FICTION

- 204 A study of prose narrative, mainly exemplified by the short story and the novel. 3sh. (Spring)

MAJOR LITERARY MOVEMENTS

- 206 A study of neo-classicism, romanticism, (148) and naturalism through representative selections of American, English and continental literatures. Foy. 3sh. (Spring, 1973)

LITERATURE AND MASS MEDIA

- 208 A survey of the interrelationships of mass media and literature in the 20th Century, with emphasis on what influence cinema has had on such writers as Hemingway, Faulkner, Joyce, Greene, Carey, Durrell and Fitzgerald. Anderson. 3sh. (Spring)

LITERATURE OF THE BIBLE

- 211 A literary and historical analysis of selected books of the Old and New Testaments with emphasis upon mythological, typological, archetypal and scientific interpretations. 3sh. (Fall, 1971)

CONTINENTAL FICTION IN TRANSLATION

- 212 The study of stories and novels by such (146) authors as Tolstoy, Dostoyevsky, Flaubert, Stendahl, Proust, Gide, Mann, Kafka, Malraux, and Camus. 3sh. (Spring)

GENERAL SEMANTICS

- 221 A study of the principles of general semantics, with special emphasis upon their relevance for persuasion and propaganda. 3sh. (Fall, 1972)

HISTORY AND DEVELOPMENT OF THE ENGLISH LANGUAGE

- 223 Examines English from an historical perspective as a basis for understanding the English language as it is now spoken and written. Studies the origin and development of English through phonetic, lexical, syntactical and semantic shifts in the language from its beginnings to the present. Kansanniva. 3 sh. (Fall, Spring)

ANALYSIS OF MODERN ENGLISH

- 224 Investigates the aims of grammatical and (225) linguistic studies and the several meanings of grammar and examines the contemporary notions of structure, system, relation, and process. Students are expected to develop basic competency in phonological, traditional, and transformational analysis of English. Roberts. 3 sh. (Spring)

HISTORY OF ENGLISH LITERATURE I

- 231 The historical development of English literature from the beginnings to Milton. Selected works by representative authors from each period are studied. Burto, Friedman. 3 sh.. (Fall)

HISTORY OF ENGLISH LITERATURE II

- 232 The historical development of English literature from Dryden to the beginning of the twentieth century. Burto, Friedman. 3 sh. (Spring)

HISTORY OF AMERICAN LITERATURE I

- 241 The historical development of American literature from the Colonial Period to the Civil War. Selected works by representative authors from each period are studied. Ford, Zaitchik. 3 sh. (Fall)

HISTORY OF AMERICAN LITERATURE II

- 242 The historical development of American literature from the Civil War to World War I. Ford, Zaitchik. 3 sh. (Spring)

STAGECRAFT

- 281 A functional approach to the study of theater arts. Participation in such workshop activity as scenery designing, building, painting, and lighting translates theory into practice. Kansanniva. 3 sh. (Fall, Spring)

ACTING

- 283 Studies and exercises in the elements and methods of acting. Projects are undertaken with an eye to public productions at the end of the semester. Tillson. 3 sh. (Fall)

DIRECTING

- 284 Emphasizes the bases, principles, and procedures of play directing. Students will be required to direct one short play during the course. Tillson. 3 sh. (Spring)

EXPOSITORY ANALYSIS

- 302 An intensive investigation and application (201) of the principles of modern exposition to college writing. 3 sh. (Spring)

LITERATURE OF THE MIDDLE AGES

- 321 Representative selections from the medieval period are studied, including the characteristic types, epic, lyric, chivalric, romance, drama, fabliaux and ballads. Caliri. 3 sh. (Fall, 1972)

LITERATURE OF THE SIXTEENTH CENTURY

- 323 A study of the prose and poetry of the sixteenth century, excluding the drama. Kramer. 3 sh. (Fall, 1972)

LITERATURE OF THE SEVENTEENTH CENTURY

- 324 A study of the major seventeenth century writers of prose and poetry against the philosophical and political background of the period. Rozen. 3 sh. (Spring, 1973)

LITERATURE OF THE EIGHTEENTH CENTURY

- 326 An examination of the literature of the eighteenth century from Swift to Burns. 3 sh. (Spring, 1972)

LITERATURE OF THE VICTORIAN PERIOD

- 328 A critical and historical study of the major writers of the Victorian Period in England. Both poetry and prose writers are considered, from Tennyson and Carlyle to the early Yeats and Pater. Guindon. 3 sh. (Spring, 1972)

ENGLISH ROMANTIC POETRY

- 341 A study of Romanticism as seen through the writings of its major poets. Layden. 3 sh. (Fall, 1972)

FEMININE TRADITION IN THE ENGLISH NOVEL

- 345 Selected novels of Jane Austen, Charlotte and Emily Bronte, George Eliot, Virginia Woolf, and Elizabeth Bowen will be read. Attention will be given to the problems faced by these writers, as well as to their individual achievements. McGowan. 3 sh. (Fall, 1971)

BRITISH NOVEL

- 348 Reading and discussion of British novels from Defoe to the present. Rozen. 3 sh. (Spring, 1973)

LITERATURE OF MODERN IRELAND

- 351 Reading and discussion of modern Irish literature from Yeats and Joyce to the present. McGowan. 3 sh. (Fall, 1972)

MODERN BRITISH LITERATURE

- 353 Reading and discussion of the work of such writers as Shaw, James, Conrad, Joyce, Lawrence, Yeats, and Eliot. 3 sh. (Fall, 1971)

ENGLISH DRAMA TO 1603

- 361 A study of the development of English drama from the Middle Ages to 1603 (excluding Shakespeare). Kramer. 3 sh. (Fall, 1971)

ENGLISH DRAMA 1603-1642

- 362 A study of Jacobean and Stuart drama (excluding Shakespeare). Kramer. 3 sh. (Spring, 1972)

RESTORATION COMEDY

- 364 A study of representative playwrights of the Restoration period. Landman. 3 sh. (Spring, 1973)

AMERICAN PURITANISM AS A LITERARY INFLUENCE

- 371 The "Puritan mind" as seen in the writings of selected Colonial writers. Analysis of Puritanism in confrontation with other value systems in nineteenth and twentieth century literature. Zaitchik. 3 sh. (Fall, 1971)

AMERICAN NOVEL

- 372 A study of the development of the American novel within its historical and intellectual contexts. Zaitchik. 3 sh. (Spring, 1972)

AMERICAN LITERATURE OF THE TWENTIETH CENTURY

- 373 A study of twentieth century American short stories, novels, poetry and drama. Zaitchik. 3 sh. (Fall, 1971)

MODERN POETRY

- 375 A study of representative American and British poets. 3 sh. (Fall, 1972)

MODERN DRAMA

- 376 A study of representative modern plays from the late nineteenth century to the present. Tillson. 3 sh. (Spring, 1972)

MODERN FICTION

- 377 A study of representative modern short stories and novels. Rozen. 3 sh. (Fall, 1972)

COMEDY

- 381 A study of comic theory and drama from Aristophanes to the present. 3 sh. (Fall, 1972)

TRAGEDY

- 382 A study of the theory and practice of tragedy from the Greeks to the present. Friedman. 3 sh. (Spring, 1973)

THE EPIC

- 383 A study of epic forms and techniques from Antiquity through the Middle Ages. Friedman. 3 sh. (Fall, 1971)

LITERATURE OF RELIGIOUS EXPERIENCE

- 384 A study of selected works by Herbert, Milton, Hopkins, and Eliot. Stein. 3 sh. (Spring, 1973)

THE THEORY AND FUNCTION OF CRITICISM

- 385 Major theories of literary criticism, with particular attention to the critical theory of the twentieth century and to the problem of conflict between the creative act of the critic and the imaginative act of the artist. Foy. 3 sh. (Fall, 1972)

MODERN LITERARY CRITICS

- 386 Reading and discussion of the critical works of such major nineteenth and twentieth century literary figures as Coleridge, Arnold, and T.S. Eliot. Haber. 3 sh. (Spring, 1972)

RUSSIAN NOVEL

- 392 A study of Russian fiction, considering the national tradition against the background of contemporary literary and historical movements. Rozen. 3 sh. (Spring, 1972)

SELECTED AUTHORS

- 401 An intensive study of a few authors' works. 3 sh. (Fall)

SELECTED AUTHORS

- 402 An intensive study of a few author's works. Not a continuation or repetition of EN 401. 3 sh. (Spring)

CHAUCE

- 411 An intensive reading in Middle English of Selected works. Kramer. 3 sh. (Fall, 1971)

SPENSER

- 412 A study of the major works of Spenser with special emphasis on the Faerie Queene. Landman. 3 Sh. (Spring, 1972)

SHAKESPEARE I

- 413 A study of a selected number of the plays, including examples of the histories, tragedies, and comedies. Burto, Caliri, Friedman. 3 sh. (Fall)

SHAKESPEARE II

- 414 A study of a selected number of plays not included in EN 413. Burto. Friedman. 3 sh. (Spring)

MILTON

- 415 A study of Milton's poems and selected major prose works against the background of seventeenth century English life and thought. McGowan. 3 sh. (Spring, 1972)

EMERSON AND HAWTHORNE

- 431 A study of the major ideas and literary techniques of Emerson and Hawthorne within the context of nineteenth century America. Zaitchik. 3 sh. (Fall, 1972)

MELVILLE AND WHITMAN

- 432 A study of the major ideas and literary techniques of Melville and Whitman within the context of nineteenth century America. Zaitchik. 3 sh. (Spring, 1972)

LITERATURE FOR THE ADOLESCENT

- 481 A study of literature for the adolescent, aimed at supplementing the required reading in the secondary school. Attention is given to the historical development of the literature for that age, as well as to the contemporary trends. Caliri. 3 sh. (Fall)

DIRECTED STUDIES IN LITERATURE

- 491 The student, through regular and frequent consultation with his instructor, develops a course of directed reading in literature and defines a problem for individual research. 3 sh. (By demand)

DIRECTED STUDIES IN LANGUAGE ANALYSIS

- 493 The student, through regular and frequent consultation with his instructor, develops a course of directed reading in linguistics, semantics, or stylistics, and defines a problem for individual research. 3 sh. (By demand)

DIRECTED STUDIES IN COMPOSITION

- 495 The student through regular and frequent consultation with his instructor develops a course of directed reading in composition and defines a problem for individual research. 3 sh. (By demand)

Special reference is made to PH 307--Philosophy of Language which may be credited to the English concentration.





FOREIGN LANGUAGES

Joseph Garreau, Acting Chairman
Department of Foreign Languages

The Department of Foreign Languages offers a major concentration in French leading to the degree of Bachelor of Arts and supporting concentrations in French and Spanish for students who may arrange such additional concentrations. The Department also offers minor areas of study in French, German, and Spanish. In cooperation with the Department of History and Political Science and the Department of Philosophy, the Department of Foreign Languages also offers a minor area of study in Classical Civilization.

Concentrations in French and Spanish consist of 38-45 semester hours of course work and must include an advanced conversational course, a course in stylistics, a formal survey of the major literature, at least two period or genre courses in the major literature, and a seminar or directed study in the major literature. Students planning to teach in the elementary or secondary schools are also required to take a course in applied linguistics and the appropriate language laboratory practicum. All concentrators in French and Spanish must have acquired an active command of their major language by the end of their sophomore year and accordingly must initiate their language studies in the freshman year.

Candidates with exceptional preparation or background are encouraged to pursue dual major concentrations (e.g. French and English, French and Spanish, Sociology and Spanish, History and French, etc.). Such dual majors must be scheduled on an individual basis by the student in consultation with faculty advisors of appropriate departments. Students electing to major in French (either in the non-teaching or in the secondary teaching program) should minor in a second language--preferably Spanish for teacher-education students and German for students contemplating graduate work. Students concentrating in French are advised to follow the recommended courses of study on the following pages or to work out acceptable alternative programs with their advisors or with the Chairman of the Department of Foreign Languages.

A minor area of study in French, German, or Spanish consists of 18-24 semester hours of course work and must include courses in both language and literature. The Department recommends that students minoring in the above languages select 6-12 hours of language courses (including a cultural background of literature course) and 6 hours of courses in literature at the 300 or 400 level. Electives in German literature at the 400 level should be selected in consultation with Dr. Smith from the German offerings of the Philosophy Department. Beginning language courses in modern languages may not be credited to minor areas of study.

A minor area of study in Classical Civilization consists of 18-24 semester hours of course work selected in consultation with Dr. Bentas from the following course offerings of the College:

HI 101,225,226,261,378; CL 251,252,351,352,451,452; PH 251;
GK 101,102,201,202,301,302; LA 101,102,201,202,301,302.

Course work for the Classical Civilization minor must be distributed in three areas with at least 9 semester hours in one area, 6 semester hours in a second area, and 3 semester hours in a third area. Although course work in Latin or Greek is not required for the minor, students are urged to complete at least 6 hours of the minor in a classical language at the intermediate level. At least 6 hours of the minor must be in courses numbered "300" or above.

Courses in basic and intermediate Italian are offered mainly for the needs of the voice student in Bachelor of Music programs and for any student wishing to satisfy the language requirement for the Bachelor of Arts degree. Courses in basic and intermediate Russian may be used by students to satisfy the language requirement for the Bachelor of Arts degree.

Students anticipating application to teaching programs of the College should note that such programs are selective and admission is granted through petition only. For further information concerning the program in Foreign-Language Education for the secondary schools and the Elementary Education concentration, students should consult the "Academic Policies Concerning Teacher-Education Programs", the "Curriculum Requirements for Secondary Education Programs," and the "Curriculum Requirements for Elementary Education Programs" which appear in this catalogue under the Department of Education. Students electing an academic concentration in French or Spanish and a

professional concentration in Elementary Education are also advised to consult the "Recommended Course of Study for Elementary Education and French Concentrators" and the "Recommended Course of Study for Elementary Education and Spanish Concentrators" which appear in this catalogue under the Department of Education and to plan their programs accordingly.

Students transferring to the College and who wish to concentrate in French must make individual arrangements with the Chairman of the Department of Foreign Languages regarding satisfaction of underclass requirements.

**RECOMMENDED COURSES OF STUDY FOR
FRENCH CONCENTRATORS (BACHELOR OF ARTS)**

	Secondary Education	Non-Teaching Programs
Uniform College Requirements	39	39
Concentration in French	40	38-44
Second Language Minor	18	24
Foreign Language Education	21-24	
Unrestricted Electives	0- 6	15-21
	<u>121-124</u>	<u>122</u>

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I BASIC UNDERCLASS PROGRAM FOR FRENCH CONCENTRATORS

Freshman Year	
Area III (EN 101--English Composition)	3
Laboratory Science Requirement (Science Electives)	6
Area I (Government Requirement Elective)	3
Area II (History Electives)	6
FR 241-242--Intensive French Review	6
Second Language Electives	6
PE 001-002--Physical Education	0
	<u>30</u>

Sophomore Year

Area I (Behavioral + or Social Sciences Elective)	3
Area III (Symbolics Elective)	3
General Education Electives	6
FR 251-252--Advanced Conversational French	8
FR 271-272--Survey of French Literature	6
Second Language Electives	6
	<hr/> 32

+ Students who anticipate applying for the Secondary Education program in Foreign Language Education must take PS Adolescent Development or PS 163--Developmental Psychology prior to the spring semester of their junior year.

II SECONDARY EDUCATION PROGRAM IN FRENCH

Junior Year

PS 162--Adolescent Development, PS 163--Developmental Psychology, or General Education Elective	3
FE 301--Philosophy of Education or FE 302--Philosophical and Moral Issues in Education	3
FE 222--Educational Psychology	3
FE 326--Sociology of Education or FE 327--Sociology of the Urban School Community	3
FR 351--French Stylistics	3
FR 372--Applied Linguistics	3
French Literature Electives	6
Second Language Electives	6
FR 397-398--Language Laboratory Practicum	2
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Senior Year

SE 387--Curriculum and Teaching of Foreign Languages in the Secondary School	4
SE 487--Apprentice Teaching of Foreign Languages in the Secondary School	8
FR 472--Directed Study in French Literature	3
French Literature Elective	3
General Education Electives	6
FE 311--Measurement and Evaluation or Elective	3
Unrestricted Elective	3
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**III UPPERCLASS PROGRAM FOR FRENCH CONCENTRATORS
(NON-TEACHING)****Junior Year**

FR 351-352--French Stylistics	6
FR 372--Applied Linguistics	3
French Literature Electives	6
Second Language Electives	6
General Education Electives	6
Unrestricted Elective	3
	<hr/> 30

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Senior Year

FR 451--Seminar in French Literature	3
FR 472--Directed Study in French Literature	3
Second Language Electives	6
General Education Elective	3
Unrestricted Electives	15
	<hr/> 30

DEPARTMENTAL COURSE OFFERINGS:

I FRENCH (Course Prefix FR)

BEGINNING FRENCH I*

- 101 This course is concerned with the development of fundamental skills in reading, aural comprehension, and controlled oral expression. Class instruction is supplemented by required laboratory work. This course is designed for students who have had no previous experience with French and no student who has taken French in high school may be enrolled for credit. Brovender. 3sh. (Fall)

BEGINNING FRENCH II*

- 102 A continuation of FR 101, which is a prerequisite. Brovender. 3sh. (Spring)

INTERMEDIATE FRENCH I*

- 211 A review of French grammar and syntax with emphasis upon increased proficiency in reading, aural comprehension and oral expression. Class instruction is supplemented by required laboratory work. This course is intended for students who have completed two years of high school French, preferably during their junior and senior years, and/or for students who are unqualified for the 221-222 sequence. Members of the Department. 3 sh. (Fall)

INTERMEDIATE FRENCH II*

- 212 A continuation of FR 211, which is a prerequisite, with emphasis upon continued development of comprehension and conversational skills. Members of the Department. 3sh. (Spring)

READING AND CONVERSING IN FRENCH I

- 221 The basic emphasis of this course is upon (201) French grammar review and the development of reading and conversational skills. Selected contemporary masterpieces provide the basis for developing comprehension, conversational and composition skills. This course is intended for students with a solid foundation in the French language which has been gained from at least two years of high school study immediately prior to admission to the College. Members of the Department. 3sh. (Fall)

READING AND CONVERSING IN FRENCH II

- 222 A continuation of FR 221, which is a prerequisite, with emphasis upon continued development of reading and conversational skills. Members of the Department. 3sh. (Spring)

SPOKEN FRENCH I

- 231 Intensive instruction and practice in conversational French. This course is recommended for students who have completed three to five years of high school French immediately prior to their admission to the College and who wish to satisfy the language requirement for the B.A. degree with a course which emphasizes supervised French conversation on topics of everyday interest. The course is also recommended for students who have been excused from the B.A. degree language requirement and who wish further practice in idiomatic French conversation. Garreau. 3sh. (Fall)

SPOKEN FRENCH II

- 232 A continuation of FR 231, which is a prerequisite, with emphasis upon continued development of idiomatic conversational ability. Garreau. 3sh. (Spring)

* Beginning and intermediate language courses at the 101-102 and 211-212 levels must be elected for two consecutive semesters and in the prescribed sequences. College credit may not be granted for one semester of such courses unless exception is permitted by the Chairman of the Department of Foreign Languages on the basis of student placement in a more advanced language course.

INTENSIVE FRENCH REVIEW I

- 241 Intensive practice in the development of (191) aural and oral language skills with intensive reading and written composition supplemented by laboratory work. This course is required for French concentrators. Prerequisite: three years of solid course work on the high school level or their equivalent. Clayton, Hancock. 3sh. (Fall)

INTENSIVE FRENCH REVIEW II

- 242 A continuation of FR 241 with continued (192) practice in the development of aural and oral language skills, reading, and written composition. Prerequisite: FR 241 or permission of instructor. Clayton, Hancock. 3sh. (Spring)

ADVANCED CONVERSATIONAL FRENCH I

- 251 Advanced training in rapid and idiomatic French speech and writing. A demanding course, open only to French concentrators or to other students with the permission of the instructor. Course meets four and a half hours weekly. 4 sh. (Fall)

ADVANCED CONVERSATIONAL FRENCH II

- 252 A continuation of FR 251, which is a prerequisite. 4 sh. (Spring)

CULTURAL BACKGROUND OF FRENCH LITERATURE I

- 261 The cultural and artistic achievements of the French nation from the middle ages to present and their import for major trends and developments in French literature. This course is supplemented by visual aids. Recommended for French minor students and for those who wish to satisfy the Area II requirement. Conducted in French. Hancock. 3sh. (Fall)

CULTURAL BACKGROUND OF FRENCH LITERATURE II

- 262 A continuation of FR 261, which is a prerequisite, with emphasis upon contemporary trends. Conducted in French. Hancock. 3sh. (Spring)

FRENCH LITERATURE TO 1750

- 271 An historical survey of French literature to 1750 with emphasis upon major literary movements from the middle ages to the Enlightenment. Conducted in French. Bousquet. 3sh. (Fall)

FRENCH LITERATURE SINCE 1750

- 272 A continuation of FR 271, which is not a prerequisite. Historical survey of French literature from the 18th Century to the present with special emphasis upon the "nouveau roman." Bousquet. 3sh. (Spring)

FRENCH LITERATURE OF THE RENAISSANCE

- 301 A survey of the historical and cultural background of the Renaissance, with special emphasis on the poets of La Pleiade, Montaigne, and Rabelais. The course will be supplemented with visual aids and field trips. Conducted in French. Prerequisite: consent of the instructor. Clayton. 3 sh. (Fall)

FRENCH LITERATURE OF THE SEVENTEENTH CENTURY

- 302 A survey of neo-classical French literature, with special emphasis upon Descartes, Pascal, LaRochefoucauld, LaBrugetere, Corneille, Racine, and Moliere. Conducted in French. Prerequisite: Consent of the instructor. Clayton. 3 sh. (By demand)

FRENCH LITERATURE OF THE
EIGHTEENTH CENTURY

- 303 A study of the Enlightenment, focusing on the "philosophes" (Montesquieu, Voltaire, Diderot, and Rousseau). Conducted in French. Prerequisite: permission of the instructor. Clayton. 3 sh. (Fall, 1972)

FRENCH LITERATURE OF THE
NINETEENTH CENTURY

- 304 A study of the Romantic movement and the beginnings of Realism, with emphasis upon lyric poetry, drama, and the novel. Conducted in French. Prerequisite: permission of the instructor. DelaVega. 3 sh. Spring, 1973)

FRENCH NOVEL OF THE
NINETEENTH CENTURY

- 321 An analysis of the various trends in the French novel during the 19th Century, with emphasis upon such authors as Balzac, Stendhal, Flaubert, Zola, and Maupassant. Conducted in French. Prerequisite: permission of the instructor. 3 sh. (Fall)

FRENCH LITERATURE OF THE
TWENTIETH CENTURY

- 322 An analysis of the literary trends in France from Proust to the present. Novels and plays of Colette, Gide, Malraux, Mauriac, Montherlant, and Sartre will be read as reflections of the human condition and the problems of contemporary man. Conducted in French. Prerequisite: permission of the instructor. Bousquet. 3sh. (Spring)

FRENCH STYLISTICS I

- 351 This course is designed to give advanced students and prospective teachers of French a grasp of stylistics and to foster the development of individual style through the analysis of illustrative texts from the masters and through exercises in free composition. Conducted in French. Brovender. 3sh. (Fall)

FRENCH STYLISTICS II

- 352 A continuation of FR 351 with emphasis upon more advanced stylistic problems. Required for French concentrators in non-teaching programs. Brovender. 3sh. (Spring)

APPLIED LINGUISTICS

- 372 Linguistic analysis of French phonology, morphology, and syntax, with a systematic comparison of the structures of French and English. Required for prospective teachers of French in the elementary and secondary schools. Bousquet. 3sh. (Spring)

LANGUAGE LABORATORY PRACTICUM I

- 397 Through observation and participation in the (FL301) language laboratory of the College, the prospective teacher of French becomes familiar with the materials and teaching-learning situation of the foreign language media center. Aste. 1 sh. (Fall)

LANGUAGE LABORATORY PRACTICUM II

- 398 A continuation of FR 397, which is not a (FL302) prerequisite. Aste. 1 sh. (Spring)

INTRODUCTION TO ROMANCE PHILOLOGY

- 402 Development of French and Spanish investigated through examination of Vulgar Latin and pre-romance texts with special emphasis upon etymology and phonology. Frequent reference is made to English as well as to comparative semantics. Prerequisite: junior and senior language concentrators and others with permission of instructor. Also offered as SP 402. Garreau. 3 sh. (Spring)

SEMINAR IN FRENCH AND HISPANIC LITERATURE

- 451 Special topics of literary research. Suggested topic for Fall, 1972: Philosophical Problems in Modern French and Hispanic Literature. Prerequisite: junior and senior language concentrators and others with permission of instructor. Also offered as SP 451. Members of the Department. 3sh. (Fall, 1972)

DIRECTED STUDY IN FRENCH LITERATURE

- 472 Individual research projects for French concentrators. The student through regular and frequent consultation with his instructor develops a course of directed reading in French literature and defines a problem for individual research. The student's findings are presented in a paper of significant proportions. May be repeated for credit with permission of Department Chairman. 3 sh. (By demand)

II GERMAN (Course Prefix GM)

BEGINNING GERMAN I*

- 101 This course is concerned with the development of fundamental skills in reading, aural comprehension, and controlled oral expression. Class instruction is supplemented by required laboratory work. This course is designed for students who have had no previous experience with German and no student who has taken German in high school may be enrolled for credit. Smith, Wunderlich. 3sh. (Fall)

BEGINNING GERMAN II*

- 102 A continuation of GR 101, which is a prerequisite. Smith, Wunderlich. 3sh. (Spring)

INTERMEDIATE GERMAN I*

- 211 A review of German grammar and syntax (201) with emphasis upon increased proficiency in reading, aural comprehension, and oral expression. Class instruction is supplemented by required laboratory work. This course is intended for students who have completed two years of high school German, preferably during their junior and senior years. Wunderlich. 3sh. (Fall)

INTERMEDIATE GERMAN II*

- 212 A continuation of GR 211, which is a prerequisite, with emphasis upon continued development of comprehension and conversational skills. Wunderlich. 3sh. (Spring)

ADVANCED GERMAN I

- 251 Advanced training in rapid and idiomatic German speech and writing supplemented by required laboratory work and study of selected masterpieces of German literature. Required course for German minor. Prerequisite: GM 212 or equivalent. Wunderlich. 3 sh. (Fall)

ADVANCED GERMAN II

- 252 A continuation of GM 251, which is a prerequisite, with emphasis upon continued development of comprehension and conversational skills. Course work is supplemented by required laboratory work and study of selected masterpieces of German literature. Required course for German minor. Wunderlich. 3sh. (Spring)

*Beginning and intermediate language courses at the 101-102 and 211-212 levels must be elected for two consecutive semesters and in the prescribed sequences. College credit may not be granted for one semester of such courses unless exception is permitted by the Chairman of the Department of Foreign Languages on the basis of student placement in a more advanced language course.

CULTURAL BACKGROUND OF GERMAN LITERATURE I

- 261 The cultural and artistic achievements of the German nation from the middle ages to the present and their import for major trends and developments in German literature. This course is supplemented by visual aids. Conducted in German and English. Wunderlich. 3sh. (Fall)

CULTURAL BACKGROUND OF GERMAN LITERATURE II

- 262 A continuation of GM 261, which is a prerequisite, with emphasis upon contemporary trends. Conducted in German and English. Wunderlich. 3sh. (Spring)

GERMAN LITERATURE TO 1750

- 271 An historical survey of German literature to 1750 with emphasis upon major literary movements from the middle ages to romanticism. Conducted in German and English. Wunderlich. 3sh. (Fall, 1972)

GERMAN LITERATURE SINCE 1750

- 272 A continuation of GM 271, which is not a prerequisite. Historical survey of German literature from romanticism to the present. Conducted in German and English. Wunderlich. 3 sh. (Spring, 1973)

LANGUAGE LABORATORY PRACTICUM I

- 397 Through observation and participation in the language laboratory of the College, the prospective teacher of German becomes familiar with the materials and teaching-learning situation of the foreign language media center. Aste. 1 sh. (Fall)

LANGUAGE LABORATORY PRACTICUM II

- 398 A continuation of GM 397, which is not a prerequisite. Aste. 1 sh. (Spring)

Special reference is made to PH 451, 452, 453, and 454, which may be credited to the German minor.

III GREEK (Course Prefix GK)

BEGINNING GREEK I*

- 101 No previous knowledge of Greek required. The aims are basic oral expression, aural comprehension, and elementary reading and writing, in modern and ancient Greek. Bentas. 3 sh. (Fall)

BEGINNING GREEK II*

- 102 Continuation of GK 101, with an introduction to readings in Greek literature, both prose and poetry. A good foundation for advanced study in modern or classical Greek. Prerequisite: GK 101, or equivalent with permission of instructor. Bentas. 3 sh. (Spring)

INTERMEDIATE GREEK I*

- 211 Review and development of audio-lingual (201) skill, writing, and reading in Greek, followed by the reading of Greek texts taken from the Classical, Byzantine, and Modern periods. Prerequisite: GK 101-102 or equivalent with permission of instructor. Bentas. 3 sh. (Fall, 1971)

INTERMEDIATE GREEK II*

- 212 Continuation of GK 211. Bentas. 3 sh. (202) (Spring, 1972)

* Beginning and intermediate language courses at the 101-102 and 211-212 levels must be elected for two consecutive semesters and in the prescribed sequences. College credit may not be granted for one semester of such courses unless exception is permitted by the Chairman of the Department of Foreign Languages on the basis of student placement in a more advanced language course.

GREEK CLASSICS I

- 301 Concentrated readings in particular authors of Greek literature, such as Homer, Herodotus, Xenophon, Plato and the dramatists. Prerequisite: GK 202, or equivalent with permission of instructor. Three hours a week. Bentas. 3 sh. (By demand)

GREEK CLASSICS II

- 302 Continuation of Greek 301. Prerequisite: GK 201-202, or equivalent with permission of instructor. Bentas. 3 sh. (By demand)

IV ITALIAN (Course Prefix IT)

BEGINNING ITALIAN I*

- 101 This course is concerned with the development of fundamental skills in reading, aural comprehension, and controlled oral expression. Class instruction is supplemented by required laboratory work. This course is designed for students who have had no previous experience with Italian and no student who has taken Italian in high school may be enrolled for credit. Aste. 3 sh. (Fall)

BEGINNING ITALIAN II*

- 102 A continuation of IT 101, which is a prerequisite. Aste. 3 sh. (Spring)

INTERMEDIATE ITALIAN I*

- 211 A review of Italian grammar and syntax (201) with emphasis upon increased proficiency in reading, aural comprehension, and oral expression. Class instruction is supplemented by required laboratory work. This course is intended for students who have completed two years of high school Italian, preferably during their junior and senior years. Aste. 3 sh. (By demand)

INTERMEDIATE ITALIAN II*

- 212 A continuation of IT 211, which is a prerequisite, with emphasis upon continued development of comprehension and conversational skills. Aste. 3 sh. (By demand)

V LATIN (Course Prefix LA)

BEGINNING LATIN I*

- 101 A course for beginners and for students wishing to review the elements of Latin, and to acquire, thereby, an ability to read selected passages from Latin authors. Aste. 3 sh. (Fall, 1971)

BEGINNING LATIN II*

- 102 Continuation of LA 101, with special attention devoted to the translation, analysis and class discussion of selected passages from Latin authors, illustrating the life, culture, and contribution of ancient Rome to the modern world. Aste. 3 sh. (Spring, 1973)

INTERMEDIATE LATIN I*

- 211 Readings from Latin prose and poetry, with (201) special attention to the works of one or two authors, such as Cicero and Vergil. Prerequisite: LA 101-102. Bentas. 3 sh. (Fall, 1971)

INTERMEDIATE LATIN II*

- 212 Continuation of LA 211. Bentas. 3sh. (202) (Spring, 1972)

* Beginning and intermediate language courses at the 101-102 and 211-212 levels must be elected for two consecutive semesters and in the prescribed sequences. College credit may not be granted for one semester of such courses unless exception is permitted by the Chairman of the Department of Foreign Languages on the basis of student placement in a more advanced language course.

LATIN CLASSICS I

- 301 Concentrated readings in particular authors of Latin literature, such as Livy, Tacitus, Horace, Juvenal, Catallus, Ovid, and Medieval Latin writers. Prerequisite: LA 201-202, or four years of high school Latin. Three hours a week. Bentas. 3 sh. (Fall, 1971)

LATIN CLASSICS II

- 302 Continuation of LA 301. Bentas. 3sh. (Spring, 1972)

VI RUSSIAN (Course Prefix RU)

BEGINNING RUSSIAN I*

- 101 This course is concerned with the development of fundamental skills in reading, aural comprehension, and controlled oral expression. Class instruction is supplemented by required laboratory work. This course is designed for students who have had no previous experience with Russian, and no student who has taken Russian in high school may be enrolled for credit. DelaVega. 3 sh. (By demand)

BEGINNING RUSSIAN II*

- 102 A continuation of RU 101, which is a prerequisite. DelaVega. 3 sh. (By demand)

INTERMEDIATE RUSSIAN I*

- 211 A review of Russian grammar and syntax with emphasis upon increased proficiency in reading, aural comprehension, and oral expression. Class instruction is supplemented by required laboratory work. The course is intended for students who have completed two years of high school Russian, preferably during their junior and senior years. DelaVega. 3 sh. (Fall)

INTERMEDIATE RUSSIAN II*

- 212 A continuation of RU 211, which is a prerequisite, with emphasis upon continued development of comprehension and conversational skills. De La Vega. 3sh. (Spring)

VII SPANISH (Course Prefix SP)

BEGINNING SPANISH I*

- 101 This course is concerned with the development of fundamental skills in reading, aural comprehension, and controlled oral expression. Class instruction is supplemented by required laboratory work. This course is designed for students who have had no previous experience with Spanish, and no student who has taken Spanish in high school may be enrolled for credit. Clayton, Mendicoa. 3 sh. (Fall)

BEGINNING SPANISH II*

- 102 A continuation of SP 101, which is a prerequisite. Clayton, Mendicoa. 3 sh. (Spring)

INTERMEDIATE SPANISH I*

- 211 A review of Spanish grammar and syntax (201) with emphasis upon increased proficiency in reading, aural comprehension, and oral expression. Class instruction is supplemented by required laboratory work. This course is intended for students who have completed two years of high school Spanish, preferably during their junior and senior years, and/or for students who are unqualified for the 221-222 sequence. Mendicoa, Saitz. 3 sh. (Fall)

INTERMEDIATE SPANISH II*

- 212 A continuation of SP 211, which is a prerequisite, with emphasis upon continued development of comprehension and conversational skills. Mendicoa, Saitz. 3 sh. (Spring)

* Beginning and intermediate language courses at the 101-102 and 211-212 levels must be elected for two consecutive semesters and in the prescribed sequences. College credit may not be granted for one semester of such courses unless exception is permitted by the Chairman of the Department of Foreign Languages on the basis of student placement in a more advanced language course.

READING AND CONVERSING IN SPANISH I

- 221 The basic emphasis of this course is upon Spanish grammar review and the development of reading and conversational skills. Selected contemporary masterpieces provide the basis for developing comprehension, conversational, and composition skills. This course is intended for students with a solid foundation in the Spanish language which has been gained from at least two years of high school study immediately prior to admission to the College. De la Vega, Mendicoa, Saitz, Sanz. 3 sh. (Fall)

READING AND CONVERSING IN SPANISH II

- 222 A continuation of SP 221, which is a prerequisite, with emphasis upon continued development of reading and conversational skills. De la Vega, Mendicoa, Saitz, Sanz. 3 sh. (Spring)

INTENSIVE SPANISH REVIEW I

- 241 Intensive practice in the development of aural and oral language skills with intensive reading and written composition supplemented by laboratory work. This course is required for Spanish concentrators. Prerequisite: three years of solid course work on the high school level or their equivalent. Saitz. 3 sh. (Fall)

INTENSIVE SPANISH REVIEW II

- 242 A continuation of SP 241 with continued practice in the development of aural and oral language skills, reading, and written composition. Prerequisite: SP 241 or permission of instructor. Saitz. 3 sh. (Spring)

ADVANCED CONVERSATIONAL SPANISH I

- 251 Advanced training in rapid and idiomatic Spanish speech and writing. A demanding course, open only to Spanish concentrators or to other students with the permission of the instructor. Saitz. 3 sh. (Fall)

ADVANCED CONVERSATIONAL SPANISH II

- 252 A continuation of SP 251, which is a prerequisite. Saitz. 3 sh. (Spring)

CULTURAL BACKGROUND OF SPANISH AND HISPANO-AMERICAN LITERATURE I

- 261 The cultural and artistic achievements of the Spanish and Hispano-American nations from the middle ages to the present and their import for major trends and developments in Spanish literature. This course is supplemented by visual aids. Recommended for Spanish concentrators and students electing a Spanish minor. Conducted in Spanish. Mendicoa. 3 sh. (Fall)

CULTURAL BACKGROUND OF SPANISH AND HISPANO-AMERICAN LITERATURE II

- 262 A continuation of SP 261, which is a prerequisite, with emphasis upon contemporary trends. Conducted in Spanish. Mendicoa. 3 sh. (Spring)

INTRODUCTION TO SPANISH LITERATURE

- 271 A survey of Spanish literature with emphasis upon such important authors as Unamuno, Lorca, and Machado. A brief survey of the contemporary Spanish scene will be included. Mendicoa. 3 sh. (Fall, 1972)

INTRODUCTION TO HISPANO-AMERICAN LITERATURE

- 272 A survey of the Latin American social and political scenes and an introduction to the literary works of major South and Central American authors. Conducted in Spanish. Mendicoa. 3 sh. (Spring, 1973)

SPANISH STYLISTICS

- 351 This course is designed to give advanced students and prospective teachers of Spanish a basic understanding of stylistics and to foster the development of individual style through the analysis of illustrative texts of the masters through exercises in free composition. Conducted in Spanish. Saitz. 3 sh. (Fall, 1972)

APPLIED LINGUISTICS

- 372 Linguistic analysis of Spanish phonology, morphology, and syntax, and a systematic comparison of the structures of Spanish and English. Saitz. 3 sh. (Spring, 1973)

LANGUAGE LABORATORY PRACTICUM I

- 397 Through observation and participation in the language laboratory at the College, the prospective teacher of Spanish becomes familiar with the materials and teaching-learning situation of the foreign language media center. Aste. 1 sh. (Fall)

LANGUAGE LABORATORY PRACTICUM II

- 398 A continuation of SP 397, which is not a prerequisite. Aste. 1 sh. (Spring)

INTRODUCTION TO ROMANCE PHILOLOGY

- 402 Development of French and Spanish is investigated through examination of Vulgar Latin and pre-romance texts: special emphasis upon etymology and phonology. Frequent reference is made to English as well as to comparative semantics. Prerequisite: junior and senior language concentrators and others with permission of instructor. Also offered as FR 402. Garreau. 3 sh. (Spring)

SEMINAR IN FRENCH AND HISPANIC LITERATURE

- 451 Special topics of literary research. Suggested topic for fall, 1972: Philosophical Problems in Modern French and Hispanic Literatures. Prerequisite: junior and senior language concentrators and others with permission of instructor. Also offered as FR 451. Members of the Department. 3 sh. (Fall, 1972)

DIRECTED STUDY IN SPANISH LITERATURE

- 472 Individual research projects for Spanish concentrators. The student through regular and frequent consultation with his instructor develops a course of directed reading in Spanish literature and defines a problem for individual research. The student's findings are presented in a paper of significant proportions. May be repeated for credit with permission of Department Chairman. Members of the Department. 3 sh. (Fall, 1972; Spring, 1973)

VIII CLASSICS (Course Prefix CL)

Courses listed under this heading are conducted in English and do not satisfy the several language requirements of the College.

GREAT BOOKS OF GREECE AND ROME I

- 251 A study in the meaning and importance of the Greek pagan masterpieces, which are read in the best translations. (Subject to demand of Classical/Civilization minors). Bentas. 3 sh.

GREAT BOOKS OF GREECE AND ROME II

- 252 Continuation of CL 251. (Subject to demand of Classical Civilization minors). Bentas. 3 sh.

CLASSICAL DRAMA I

- 351 Group reading of great plays; discussion of their meaning and importance; lectures on the Greek theatre; the origins of tragedy and comedy, the nature of drama, and the special achievements of each dramatist. Prerequisite: consent of instructor. (Subject to demand of Classical Civilization minors). Bentas. 3 sh.

CLASSICAL DRAMA II

- 352 Continuation of Classical Drama I, with concentration on the Roman dramatists. Prerequisite: consent of instructor. (Subject to demand of Classical Civilization minors). Bentas. 3 sh.

GREEK THOUGHT

- 451 The Greek view of man and nature as revealed in myth, philosophy, science, history art, and literature, and their relation to the modern age. Prerequisite: Consent of instructor. (Subject to demand of Classical Civilization minors). Bentas. 3 sh.

THE ROMAN MIND

- 452 The Roman view of man and nature as revealed in law, government, social institutions, legend, and religion, and their relation to the modern world. Prerequisite: consent of Instructor. (Subject to demand of Classical Civilization minor). Bentas. 3 sh.





HISTORY AND POLITICAL SCIENCE

Patricia Goler, Chairman
Department of History and Political Science

The Department of History and Political Science offers major concentrations in History and Political Science leading to the Bachelor of Arts degree and supporting concentrations in History and Political Science for students who may arrange such additional concentrations. The Department also offers minor areas of study in American History, History, Political Science, and Social Sciences. A minor area of study in Classical Civilization is offered jointly by the Departments of Philosophy and Foreign Languages and the Department of History and Political Science.

Major concentrations in History consist of 36-45 semester hours of course work and must include HI 101--Classical Civilization or HI 105--European History to 1789, and HI 106--European History since 1789; HI 296--Introduction to Historical Study; a seminar in History; one course in the Third World; two courses on or above the 200 level in both European and American History; and two additional courses in either European or American History. The Department strongly recommends that History concentrators select their minor area of study from the following fields: Political Science, Sociology, and Social Science (Economics, Geography, and Political Science).

Major concentrations in Political Science consist of 33-45 semester hours of course work and must include PO 101--Introduction to Political Science, PO 432--Seminar in Political Science, and at least one course on or above the 200 level in each of the following sub-areas: American Politics, Comparative Politics, International Relations, and Political Theory. The Department strongly recommends that Political Science concentrators select their minor area of study from the following fields: History, Sociology, and Social Science (Economics, Geography, and History).

Admission to the professional program in History and Political Science Education is by petition only. For further information concerning this program, consult the "Academic Policies Concerning Teacher-Education Programs" and the "Curriculum Requirements for Secondary Education Programs" which appear under the catalogue section for Education.

Minor areas of study in American History, History, and Political Science consist of 18-24 semester hours of course work selected in consultation with advisors and in accordance with such recommendations of the History and Political Science Department as are available from Dr. Goler. A minor area of study in Social Science consists of 18-24 semester hours of course work selected from three of the following sub-areas: Economics, Geography, Sociology, and History or Political Science. At least 9 hours must be in one area, 6 hours in a second area, and 3 hours in a third area. History concentrators should note that they may not count History courses for the Social Science minor. Similarly, Political Science concentrators may not count Political Science courses for the Social Science minor. At least 6 semester hours of course work for all minor programs must be completed on the 300 level or above.

A minor area of study in Classical Civilization consists of 18-24 semester hours of course work selected in consultation with Dr. Bentas from the following course offerings of the College:

HI 101,225,226,261,378; CL 251,252,351,352,451,452; PH 251;
GK 101,102,201,202,301,302; LA 101,102,201,202,301,302.

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Course work for the Classical Civilization minor must be distributed in three areas with at least 9 hours in one area, 6 hours in a second area, and 3 hours in a third area. Although course work in Latin or Greek is not required for the minor, students are urged to complete at least 6 hours of the minor in a classical language at the intermediate level. A minimum of 6 hours of work must be selected from courses numbered "300" or above.

Students concentrating in History or Political Science are advised to follow the recommended courses of study on the following pages or to work out acceptable alternative programs with their advisors or with the Chairman of the History and Political Science Department. Students transferring to the College and who wish to concentrate in History or Political Science must make individual arrangements with the Chairman of the Department regarding satisfaction of underclass requirements.

Students selecting academic concentrations in History or Political Science and a professional concentration in Elementary Education are advised to consult the relevant courses of study which appear in this catalogue under the Department of Education and to plan their programs accordingly.

**RECOMMENDED COURSES OF STUDY FOR
HISTORY CONCENTRATORS (BACHELOR OF ARTS)**

	Secondary Education	Non-Teaching Programs
Uniform College Requirements	39	39
Concentration in History	36-45	36-45
Minor Subject		18-24
History and Political Science Education	21-24	
Unrestricted Electives	9-12	12-27
	<u>120</u>	<u>120</u>

I BASIC UNDERCLASS PROGRAM FOR HISTORY CONCENTRATORS

Freshman Year

EN 101--English Composition	3
Laboratory Science Requirement (Science Electives)	6
Area I (Government Requirement Elective)	3
Area II (Literature Electives)	6
Area III (Foreign Language or Symbolics Electives)	6
HI 101--Classical Civilization or HI 105--European History to 1789; HI 106--European History Since 1789	6
PE 001-002--Physical Education	0
	<u>30</u>

Sophomore Year

Area I (Behavioral + Sciences Elective)	3
Foreign Languages* or General Education Electives	6
General Education Electives	6
HI 296--Introduction to Historical Study	3
American History Electives (200 level or above)	6
European History Electives (200 level or above)	6
	<u>30</u>

+ Students who anticipate applying for the Secondary Education program in History and Political Science Education must take PS 162--Adolescent Development or PS 163--Developmental Psychology prior to the spring semester of their junior year.

*Cf. language requirement for the Bachelor of Arts. Students meeting the language requirement in whole or in part through means other than formal course work may elect courses of their choice.

II SECONDARY EDUCATION PROGRAM IN HISTORY

Junior Year

History Elective (African, Far Eastern, Near Eastern, or Latin American)	3
American or European History Electives	6
Seminar in History	3
PS 162--Adolescent Development or PS 163-- Developmental Psychology, or Elective	3
FE 301--Philosophy of Education or FE 302--Philosophical and Moral Issues in Education	3
FE 322--Educational Psychology	3
FE 326--Sociology of Education or FE 327--Sociology of the Urban School Community	3
Social Science Electives	6
	<u>30</u>

Senior Year

SE 389--Curriculum and Teaching of History and Political Science in the Secondary School	4
SE 489--Apprentice Teaching of History and Political Science in the Secondary School	8
HI 443--Directed Studies in History	3
History Electives or Unrestricted Electives	9
FE 311--Measurement and Evaluation, FE 328--Dynamics of Interpersonal Relations for Teachers, or Elective	3
Unrestricted Elective	<u>3</u>
	30

**III UPPERCLASS PROGRAM FOR HISTORY CONCENTRATORS
(NON-TEACHING)****Junior Year**

History Elective (Third World)	3
American or European History Electives	6
Seminar in History	3
History Elective	3
Minor Subject Electives	9
Unrestricted Electives	<u>6</u>
	30

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Senior Year

Minor Subject Electives	9-15
History Electives or Unrestricted Electives	9
Unrestricted Electives	<u>6-12</u>
	30

**RECOMMENDED COURSES OF STUDY FOR POLITICAL
SCIENCE CONCENTRATORS (BACHELOR OF ARTS)**

	Secondary Education	Non-Teaching Programs
Uniform College Requirements	39	39
Concentration in Political Science	33-45	33-45
Minor Subject		18-24
History and Political Science Education	21-24	
Unrestricted Electives	<u>12-27</u>	<u>12-30</u>
	120	120

**I BASIC UNDERCLASS PROGRAM FOR POLITICAL SCIENCE
CONCENTRATORS**

Freshman Year

EN 101--English Composition	3
Laboratory Science Requirement (Science Electives)	6
Area I (SO 101--Introduction to Sociological Analysis)	3
Area II (Literature Electives)	6
Area III (Foreign Language or Symbolics Electives)	6
Political Science Elective	3
PO 101--Introduction to Politics	3
PE 001-002--Physical Education	<u>0</u>
	30

Sophomore Year

Area I (Behavioral Science Elective +)	3
Foreign Languages * or General Education Electives	6
General Education Electives	6
Political Science Electives (200 level or above)	<u>15</u>
	30

+ Students who anticipate applying for the Secondary Education program in History and Political Science Education must take PS 162--Adolescent Development or PS 163--Developmental Psychology prior to the spring semester of their junior year.

* Cf. language requirement for the Bachelor of Arts degree. Students meeting the language requirement in whole or in part through means other than formal course work may elect courses of their choice.

II SECONDARY EDUCATION PROGRAM IN POLITICAL SCIENCE**Junior Year**

Political Science Electives	9
PO 432--Seminar in Political Science	3
PS 162--Adolescent Development, PS 163--Developmental Psychology, or Elective	3
FE 301--Philosophy of Education or FE 302--Philosophical and Moral Issues in Education	3
FE 322--Educational Psychology	3
FE 326--Sociology of Education or FE 327--Sociology of the Urban School Community	3
Social Science Electives	<u>6</u>
	30

Senior Year

Political Science Electives or Unrestricted Electives	9
SE 389--Curriculum and Teaching of History and Political Science in the Secondary School	4
SE 489--Apprentice Teaching of History and Political Science in the Secondary School	8
FE 311--Measurement and Evaluation, FE 328--Dynamics of Interpersonal Relations for Teachers, or Elective	3
Unrestricted Electives	<u>6</u>
	30

**III UPPERCLASS PROGRAM FOR POLITICAL SCIENCE CONCENTRATORS
(NON-TEACHING)****Junior Year**

Political Science Electives	12
PO 432--Seminar in Political Science	3
Minor Subject Electives	9
Unrestricted Electives	<u>6</u>
	30

Senior Year

Minor Subject Electives	9-15
Political Science Electives or Unrestricted Electives	9
Unrestricted Electives	<u>6-12</u>
	30

DEPARTMENTAL COURSE OFFERINGS:

I ECONOMICS (Course Prefix EC)

PRINCIPLES OF ECONOMICS I

- 101 An introduction to economic principles and problems. Describes economic institutions and analyzes their functioning in modern economies. Sanz. 3 sh. (Fall)

PRINCIPLES OF ECONOMICS II

- 102 A continuation of EC 101, which is not a prerequisite. A study of basic characteristics, processes, and institutions of economic systems, with special emphasis upon significant problems arising in their operations. Sanz. 3 sh. (Spring)

ECONOMIC DEVELOPMENT OF THE
NORTH ATLANTIC COMMUNITY

- 218 An historical analysis of the development of the modern Keynesian mixed economy of private and public enterprise as it evolved from the Industrial Revolution to its present structure in Europe and the U.S. Basic concepts of economic theory will be used to give a broader insight into the development of the organization and functioning of the current economic system. Sanz. (Spring, 1973)

URBAN ECONOMICS

- 221 Application of economic theory to urban problems; topics include slums, residential segregation, intracity location of economic activity, urban renewal, urban sprawl, transportation, and governmental organization. Sanz. 3 sh. (Fall, 1971)

PROBLEMS IN ECONOMIC
DEVELOPMENT

- 302 An investigation of problems faced by developing countries with respect to population, agricultural reform, industrialization, and economic growth. Special emphasis is placed upon Latin America and Southeast Asia. Sanz. 3 sh. (Spring, 1972)

PROBLEMS IN AMERICAN ECONOMIC
HISTORY

- 303 A study of the major economic problems in American history since colonial times. Sans. 3 sh. (Fall, 1972)

II HISTORY (Course Prefix HI)

CLASSICAL CIVILIZATION

- 101 The political, social and cultural history of the Graeco-Roman world from the age of Heroes to the fall of the Roman Empire. 3 sh. (Fall, Spring)

EUROPEAN HISTORY TO 1789

- 105 Traces the major forces in the development of European history from the fall of the Roman Empire to 1789. 3 sh. (Fall, Spring)

EUROPEAN HISTORY SINCE 1789

- 106 Examines the major forces in the development of modern European history from the French Revolution to the present. 3 sh. (Fall, Spring)

UNITED STATES HISTORY TO 1877

- 111 Traces the development of American history and institutions from colonization to the end of Reconstruction. 3 sh. (Fall, Spring)

UNITED STATES HISTORY SINCE 1877

- 112 Examines significant developments in American history from the end of the Reconstruction period to the present. Norton. 3 sh. (Fall, 1971; Spring, 1971, 1972)

TOPICS IN AMERICAN HISTORY TO 1877

- 121 Analysis of selected topics in American history from the Colonial Period through the Civil War. 3 sh. (Fall, Spring)

TOPICS IN AMERICAN HISTORY SINCE 1877

- 122 Analysis of selected topics in American history from Reconstruction to the present. 3 sh. (Fall, Spring)

PREHISTORY AND THE BEGINNING OF CIVILIZATION

- 211 The prehistory of human society. Topics include: the archaeological and anthropological evidence, the problem of the genesis of civilization, the spread of the higher cultures, and the emergence of the classical civilizations in the Old and New Worlds. Derry. 3 sh. (Fall, 1971)

EUROPE IN THE MIDDLE AGES

- 213 A survey of European history during the formative period: from the fall of the Western Roman Empire through the thirteenth century. Derry. 3 sh. (Fall, 1971)

RENAISSANCE AND REFORMATION, 1300-1555

- 217 An analysis of European civilization from the High Middle Ages to the mid-sixteenth century. The emphasis is on the breakup of the medieval world and the political, cultural, economic and religious changes associated with the Renaissance and Reformation eras. P. Blewett. 3 sh. (Fall, 1972)

EUROPE IN THE 17-18th CENTURIES

- 218 The course gives attention to the intellectual and political climates of opinion as well as the social and economic institutions of the Old Regime. Blewett. 3 sh. (Spring, 1973)

EUROPE IN THE NINETEENTH CENTURY

- 221 Traces the developments in nineteenth century Europe from the Congress of Vienna to the crisis of national imperialism. Emphasis is on nationalism, industrialism and the changing patterns of power. Goler. 3 sh. (Fall, 1972)

EUROPE IN THE TWENTIETH CENTURY

- 222 An examination of selected topics in European history from 1914 to the present: World War I, the Versailles conference, unrest and the collapse of collective security, the rise of Communism, Fascism and Nazism, World War II and post-war developments. Shea. 3 sh. (Spring)

ANCIENT GREEK HISTORY & CIVILIZATION

- 225 A study of Greek history, institutions and culture from Mycenaean times through the Hellenistic period. Bentas. 3 sh. (Fall 1972)

ROMAN HISTORY AND CIVILIZATION

- 226 An analysis of the history, institutions and culture of the Roman Republic and Empire from earliest times to 330 A.D. Bentas. 3 sh. (Spring, 1973)

COLONIAL AMERICA: HISTORY AND CULTURE

- 231 Seventeenth century America, with emphasis on the relationship between European cultural patterns and the American environment. Carroll. 3 sh. (Fall)

THE COMING OF THE AMERICAN REVOLUTION

- 232 Eighteenth century America, with emphasis on topics related to the development of the conflict between the Colonies and England. Carroll. 3 sh. (Spring)

THE NATIONAL PERIOD

- 233 A study of the period during which America united "to form a more perfect union" Special emphasis on the origins of Jeffersonian and Jacksonian democracy and their social content, reform movements and the origin of abolitionism. Norton, Bergeron. 3 sh. (Fall, Spring)

CIVIL WAR AND RECONSTRUCTION

- 234 Examines the Civil War and Reconstruction in terms not only of events but also of the traditional and revisionist interpretations. Bergeron, Norton. 3 sh. (Fall, Spring)

LATIN AMERICAN HISTORY TO 1824

- 241 A survey of the history and institutions of Latin America from the beginnings of the colonial era through the period of independence. Luter. 3 sh. (Fall, 1972)

LATIN AMERICAN HISTORY SINCE 1824

- 242 Selected topics in the history of Latin America from the period of independence to the present. Luter. 3 sh. (Spring, 1973)

HISTORY OF MODERN GERMANY

- 245 A survey of nineteenth and twentieth century Germany, with special attention given to the years between the two world wars. 3 sh. (Fall, 1972)

HISTORY OF JAPAN SINCE 1600

- 249 A study of traditional Japanese institutions and the transformation of Japan into a modern state after 1868: the Tokugawa shogunate, Meiji restoration, Russo-Japanese War, world power status, militarism and World War II, and present day Japan. Shea. 3 sh. (Fall, 1971)

HISTORICAL DEVELOPMENT OF NATIONALISM

- 251 A survey of the growth of nationalist ideas in Europe and an analysis of the problems of national development in the non-western world since World War II. Also offered as PO 251. 3 sh. (Fall, 1972)

HISTORY OF RUSSIA TO 1796

- 257 The growth of the Russian state: Varangian origins, the Kievan state, conversion to Christianity, Mongol domination, the rise of Muscovy, Europeanization and expansion under Peter the Great and Catherine the Great. Shea. 3 sh. (Fall)

HISTORY OF RUSSIA IN THE 19-20TH CENTURIES

- 258 Selected topics in Modern Russian history: political and social reforms of the nineteenth century, international policies in Europe and Asia, the 1917 Revolutions, development of the new regime under Lenin, Stalinist policies, and World War II and Russian expansion. Shea. 3 sh. (Spring)

GREEK AND ROMAN HISTORIANS

- 261 Extensive reading in English translation of important Greek and Roman historians. Historians studied include Herodotus, Thucydides, Xenophon, Livy, Tacitus and Procopius. Bentas. 3 sh. (Fall, 1971)

THE WORLD IN THE TWENTIETH CENTURY

- 264 Traces the increasing interdependence of the different areas of the world and their inter-relations during the twentieth century. 3 sh. (Spring)

MAJOR ISSUES IN CURRENT AMERICA

- 266 An examination of the significant issues facing America: the Vietnam war, the Black Liberation movement, and the Cold War. Students will determine the actual issues to be studied. Goler. 3 sh. (Spring, 1972)

AMERICAN DIPLOMATIC HISTORY TO 1865

- 271 A study of the development, significant changes, and major encounters in American diplomacy from the foundation of the Republic through the Civil War. 3 sh. (Fall)

AMERICAN DIPLOMATIC HISTORY SINCE 1865

- 272 A study of the growth, evolution, and challenges in American diplomacy from the post-Civil War period to the present. 3 sh. (Spring)

ETHNIC GROUPS IN AMERICAN LIFE

- 277 An examination of the importance of ethnic groups in American history. The course will treat several major ethnic groups and assimilation or non-assimilation into American life. Field work and research on ethnic groups in the Merrimack Valley. Bakken. 3 sh. (Fall, 1972)

MODERN POLITICAL THEORY

- 282 A survey of political theory from the fifteenth century to modern times: the theoretical foundations of the modern state, morals and politics, sovereignty, absolutism, liberalism, conservatism, democracy, radicalism. Also offered as PO 282. Denning. 3 sh. (Spring, 1972)

INTRODUCTION TO HISTORICAL STUDY

- 296 This course introduces the undergraduate student to what the historian does. In addition to analysis of significant historical and historiographical concepts, emphasis is on methods of research and bibliography, the technical and stylistic problems involved in the presentation of research in scholarly form. Required for all history majors in sophomore year. 3 sh. (Spring)

THE GILDED AGE, 1877-1900

- 301 A study of the gigantic expansion of American industry after Reconstruction and the social tensions generated by the impact of finance capitalism. Backed by industrial might, the U.S. takes a place among the great powers after the Spanish-American War. M. Blewett. 3 sh. (Fall)

PROGRESSIVE AMERICA, 1900-1940

- 302 The profound economic and social changes of the preceding thirty years produces an era of reform in American history, beginning in 1900 with Theodore Roosevelt and ending with the New Deal and the establishment of welfare capitalism. M. Blewett. 3 sh. (Spring)

RECENT U.S. HISTORY, 1941 TO THE PRESENT

- 303 The involvement of the U.S. in World War II marks a major turning point in American history. It ushers in twenty years of Cold War tensions, the militarization of society and participation in foreign alliances and limited wars. Anti-communist conservatives, militant Blacks, and a New Left polarize politics and produce a contemporary crisis of confidence in American Society. M. Blewett. 3 sh. (Fall)

AMERICAN INTELLECTUAL HISTORY TO 1865

- 305 Selected topics in intellectual history from colonial times to the Civil War. Examines the major intellectual currents and the interaction between ideas and social structure. Topics include Puritanism, political philosophy, the pursuit of an American style, slavery and the sectional conflict, Transcendentalism and social reform, Social Darwinism. Bakken. 3 sh. (Fall, 1972)

AMERICAN INTELLECTUAL HISTORY SINCE 1865

- 306 Selected topics in intellectual history, concentrating on the twentieth century thinkers. Topics include Pragmatism and its critics, 20th century political thought, critiques of American values, Black social thought. Other topics to be selected by students. Prerequisite: HI 305 or permission of instructor. Bakken. 3 sh. (Spring, 1973)

AMERICAN SOCIAL HISTORY TO 1890

- 311 Selected topics in American social history, including mobility and class structure in American life, American religion, ideals of family life and child rearing, race and ethnic groups in American life, myths and reality in American economic life. Bakken. 3 sh. (Fall, 1971)

AMERICAN SOCIAL HISTORY SINCE 1890

- 312 A continuation of the preceding. Prerequisite: HI 311 or permission of the instructor. Bakken. 3 sh. (Spring, 1972)

THE AMERICAN FRONTIER

- 319 Readings and discussion of the history of the American frontier and the place of the frontier in American society and thought. Bergeron. 3 sh. (Fall, 1971)

AMERICAN CONSTITUTIONAL HISTORY

- 321 Historical survey of the Supreme Court from 1789 to the present, with emphasis on leading opinions, judicial personalities, and the relationship between the Court and political events in the nation. Also offered as PO 321. Carroll. 3 sh. (Fall, 1972)

THE RISE OF AMERICAN INDUSTRIAL SOCIETY

- 324 Selected topics in the economic history of the United States. Topics include: railroads and the development of a national market, the exploitation of natural resources, the rise of new industries, the problems of labor, the consolidation of business, and the problems of agriculture in the new industrial state. Carroll. 3 sh. (Spring)

UNITED STATES DIPLOMATIC RELATIONS WITH GREAT BRITAIN AND FRANCE

- 332 A study of the major issues between the United States and Britain, the United States and France, and of Anglo-Franco-American joint problems from 1776 to the present. 3 sh. (Spring, 1973)

ANGLO-AMERICAN DIPLOMATIC RELATIONS

- 334 A study of the major diplomatic negotiations between the United States and Great Britain from 1776 to the present. The mutual impact of intellectual, economic, political and social movements will also be discussed. 3 sh. (Spring, 1972)

THE MAKING OF AMERICAN FOREIGN POLICY

- 336 A study of the process of American foreign policy in the contemporary world. The case study method will be used to illustrate problems of strategy and tactics in such areas as Europe, Latin America, Africa, and the Near and Far East. Also offered as PO 336. Bergeron. 3 sh. (Spring, 1973)

AMERICAN POLITICAL THOUGHT

- 338 An intensive study of political thought in America from colonial times to the present. Also offered as PO 338. Denning. 3 sh. (Spring, 1973)

AFRO-AMERICAN HISTORY

- 346 The experience of the Blacks in America from colonial times to the present, including such topics as the African background, slavery in the United States and South America, twentieth century protest, Afro-American literature, and the problems of the cities. Bakken. 3 sh. (Spring)

URBAN POLITICS

- 348 A study of the development and mechanics of political organization in American cities since the late nineteenth century, with special emphasis on the classic city-boss and his critics. Also offered as PO 348. M. Blewett. 3 sh. (Spring, 1973)

ENGLAND IN THE MIDDLE AGES

- 352 A study of the English people and nation from the Roman conquest to 1485, with special emphasis on the development of political and social institutions. Derry. 3 sh. (Spring, 1972)

TUDOR ENGLAND, 1485-1603

- 353 An intensive study of the social, economic, and constitutional structure of England as it emerged from the Middle Ages. P. Blewett, 3 sh. (Fall, 1972)

STUART ENGLAND, 1603-1714

- 354 A sequel to HI 353 (which is not a prerequisite), the course offers a close study of the process by which the problems implicit in Tudor England were resolved in a century of revolution. P. Blewett. 3 sh. (Spring,)

IDEOLOGY AND WORLD AFFAIRS

- 371 An examination of the ideologies of the twentieth century: nationalism, fascism, communism, and their conflicts with liberal democracy. Also offered as PO 371. Goler. 3 sh. (Fall, 1971)

AMERICAN FOREIGN RELATIONS IN THE TWENTIETH CENTURY

- 372 An appraisal of United States foreign policies, the American reaction to the changing international situation, and the American policies of other governments in the present century. Topics include: Asian rivalries, the rise of Anglo-American friendship, World War I, the retreat to isolationism, World War II, and the policies of the Cold War. Goler. 3 sh. (Spring, 1972)

FRANCE SINCE 1814

- 373 A consideration of the evolution of France in its broad European setting from the Bourbon restoration through the Fifth Republic. The course examines the interaction of social, economic, political and diplomatic trends, with particular attention to the struggle between the Right and the Left. Shea. 3 sh. (Fall)

THE CATHOLIC CHURCH, 1300-1871

- 375 Emphasizes the rise of the modern papacy and the development of the doctrine of infallibility, with attention to other topics such as Gallicanism, Christian Humanism, and Erastianism. P. Blewett. 3 sh. (Fall 1971)

MODERN EUROPEAN IMPERIALISM

- 376 Motives, methods, and results of imperialism in the nineteenth and twentieth centuries; the partition of Africa and the penetration of Asia as contrasting phases in the expansion of Europe. Shea. 3 sh. (Spring)

BYZANTINE HISTORY AND CIVILIZATION

- 378 A study of the important political, social, and cultural changes in the East Roman Empire from the founding of Constantinople to the fall of the Empire in 1453, with emphasis on the role of Byzantium as the custodian of the classical past. Bentas. 3 sh. (Spring, 1972)

HISTORY OF MODERN CHINA

- 382 A survey of the nineteenth and twentieth centuries and the forces which have shaped the course of recent Chinese history. 3 sh. (Spring, 1972)

CLASSICAL AND MEDIEVAL POLITICAL THOUGHT

- 387 A survey of classical and early Christian political thinkers with special concentration on the origins and development of significant political ideas and institutions in Western Europe from the fifth through the fifteenth centuries. Derry. 3 sh. (Fall, 1971)

THEMES, TRADITIONS AND INTERPRETATIONS IN HISTORY

- 394 The course is based on the reading of significant historical literatures of the twentieth century, important for their scholarship and as works of synthesis. The emphasis is on methodology, interpretations, and the interdisciplinary approach to history. Weekly commentaries, reports, and discussions. Open only to seniors or with permission of instructor. Derry. 3 sh. (Spring, 1973)

THE FRENCH REVOLUTION AND EMPIRE

- 396 A close analysis of French society from 1715 - 1815 which attempts to understand the causes of the French Revolution and its aftermath. P. Blewett. 3 sh. (Spring, 1972)

HISTORY OF ENGLAND SINCE 1815

- 397 A study of English life and politics in modern times and of the changing role of Britain in international affairs. 3 sh. (Fall, 1971)

READING SEMINARIAN HISTORY

- 421 An intensive survey of an area of historical research. In addition to familiarizing the student with the pertinent literature in the field, the student will be expected to read, analyze, and discuss a book or topic each week. Students will produce several essays during the term to serve as a basis for class discussion. By arrangement with the instructor. 3 sh.

READING SEMINAR IN THE 30'S

- 422 An intensive study of the political, economic, social, diplomatic and cultural phenomena of the 30's. M. Blewett. 3 sh. (Spring)

RESEARCH SEMINAR IN HISTORY

- 432 Original research and wide reading in the secondary literature leading to the writing of a major paper based on systematic research and methodological techniques. Weekly meetings and reports. By arrangement with the instructor. 3 sh.

DIRECTED STUDIES IN HISTORY

- 443 Through frequent consultation with the instructor, the student will investigate and define a problem for research, the results to be presented in a significant paper. By arrangement with the instructor. 3 sh.

ADVANCED TUTORIAL IN HISTORY

- 454 A program of directed studies in which the student (through regular consultations with his instructor) develops an evaluative and critical essay. The purpose is to sharpen and refine techniques for scholarly research and presentation. This course may not be offered in place of required seminar courses. By arrangement with the instructor. 3 sh.

III GEOGRAPHY (Course Prefix GE)

WORLD AND REGIONAL GEOGRAPHY

- 101 A survey of the significance, characteristics, and principal geographical problems of the world's major geographical regions. Sokolik. 3 sh. (Fall, Spring)

GEOGRAPHY OF THE UNITED STATES AND CANADA

- 226 A regional geography of North America, with emphasis on the human and physical characteristics of different geographic regions and their interaction with each other. Sokolik. 3 sh. (Fall, Spring)

INTRODUCTION TO HUMAN GEOGRAPHY

- 234 An analysis of the patterns of man's occupancy of the earth; the study is both regional and systematic and is carried out against a background of today's world. Sokolik. 3 sh. (Fall, Spring)

IV POLITICAL SCIENCE (Course Prefix PO)

INTRODUCTION TO POLITICS

- 101 An analysis of the development of ideologies and authority structures. Particular consideration is given to the methodological tools of analysis. Prerequisite for all Political Science courses except PO 111, 225, 282, 321, 336, 338, 348, 371. 3 sh. (Fall, Spring)

INTRODUCTION TO AMERICAN POLITICS

- 111 The functions and structures of American national politics with special emphasis on political parties, public opinion and the executive, legislative and judicial processes. 3 sh. (Fall, Spring)

POLITICS OF DEVELOPING AREAS

- 209 Introduction to the study of modernization with comparative analysis of the theories of political development. 3 sh. (Fall, 1972)

COMPARATIVE EUROPEAN POLITICS

- 211 A study of the structure and function of the political system of selected modern European governments. A behavioral-functional approach rather than the traditional - institutional method will be used. Minton. 3 sh. (Fall)

MIDDLE EASTERN POLITICS

- 212 The Middle East examined as a problem area in international politics. Emphasis on problems of Arab unity, nationalism, economic modernization of selected countries. 3 sh. (By demand)

LATIN AMERICAN POLITICS

- 213 Comparative government and institutions in leading countries of Latin America with emphasis on political and constitutional development. 3 sh. (By demand)

INTRODUCTION TO INTERNATIONAL RELATIONS

- 215 The course covers the basic approaches to international politics and uses the systemic method to examine the pattern of behavior among international political units. Pho. 3 sh. (Fall)

STATE GOVERNMENT

- 225 Study of the structure, function, and administration of state governments; development of state constitutions; the place of the states in the federal system; the political process; legislative, executive, and judicial branches; state finances and administrative departments. Fitzgerald. 3 sh. (Fall)

MUNICIPAL GOVERNMENT

- 226 A study of the structure, functioning, and administration of urban governments and their relationship to other units of government. Emphasis is on metropolitan areas and their problems. Fitzgerald. 3 sh. (Spring)

THE AMERICAN PRESIDENCY

- 241 A study of the role of the President in the American political system. Specific attention is given to the historical development of the office of the chief executive. Minton. 3 sh. (Fall, 1973)

AMERICAN POLITICAL PARTIES AND INTEREST GROUPS

- 242 Origin, growth, organization and functions of pressure groups and political parties in the U.S. 3 sh. (By demand)

THE AMERICAN CONGRESS

- 243 A study of the legislative process, including the historical and constitutional role of Congress; composition and organization; relation to the executive and judicial branches; external pressures; investigatory role; proposed re-organization. 3 sh. (Fall, 1972)

HISTORICAL DEVELOPMENT OF NATIONALISM

- 251 A survey of the growth of nationalist ideas in Europe and an analysis of the problems of national development in the non-western world since World War II. Also offered as HI 251. 3 sh. (Fall, 1972)

MODERN POLITICAL THEORY

- 282 A survey of political theory from the fifteenth century to modern times; the theoretical foundations of the modern state, morals and politics, sovereignty, absolutism, liberalism, conservatism, democracy, radicalism. Also offered as HI 282. Denning. 3 sh. (Spring, 1972)

AMERICAN CONSTITUTIONAL HISTORY

- 321 Historical survey of the Supreme Court from 1789 to the present, with emphasis on leading opinions, judicial personalities, and the relationship between the Court and political events in the nation. Also offered as HI 321. Carroll. 3 sh. (Fall, 1972)

POLITICAL BEHAVIOR AND METHODOLOGY

- 324 An examination of types of political behavior. A comparative approach will be used to indicate behavior patterns and their political influence. Attention will be given to the various methods of political analysis. Minton. 3 sh. (Spring)

THE MAKING OF AMERICAN FOREIGN POLICY

- 336 A study of the process of American foreign policy in the contemporary world. The case study method will be used to illustrate problems of strategy and tactics in such areas as Europe, Latin America, Africa, and the Near and Far East. Also offered as HI 336. Bergeron. 3 sh. (Spring, 1973)

AMERICAN POLITICAL THOUGHT

- 338 An intensive study of political thought in America from colonial times to the present. Also offered as HI 338. Denning. 3 sh. (Spring, 1973)

URBAN POLITICS

- 348 A study of the development and mechanics of political organization in American cities since the late nineteenth century, with special emphasis on the classic city-boss and his critics. Also offered as HI 348. M. Blewett. 3 sh. (Spring, 1973)

PUBLIC ADMINISTRATION

- 356 A study of bureaucratic behavior in modern society. The course covers bureaucracy in process, with particular emphasis on bureaucratic authority, social change and democracy. Pho. 3 sh. (Spring, 1973)

COMPARATIVE PUBLIC POLICY

- 358 Analyses of the constitutional socio-demographic and political backgrounds of selected contemporary public issues and policies. 3 sh. (By demand)

POLITICS OF THE FAR EAST

- 363 Recent development of governmental institutions, parties, and ideologies in Communist China and Japan. Emphasis on processes of nation-building and foreign policy formulation in the post-World II period. Pho. 3 sh. (Fall, 1971)

SOUTH EAST ASIAN POLITICS

- 364 Systematic analysis of Southeast Asian countries including Burma, Indonesia, Vietnam and the Philippines. Examination of the anti-colonial movements and the patterns of nation-building in the post colonial period. Pho. 3 sh. (Spring, 1972)

COMPARATIVE AFRICAN POLITICS

- 366 Systematic study of modern Africa with special emphasis on the impact of colonization and political development. 3 sh. (By demand)

IDEOLOGY AND WORLD AFFAIRS

- 371 An examination of the ideologies of the twentieth century: nationalism, fascism, communism, and their conflicts with liberal democracy. Also offered as HI 371. Goler. 3 sh. (Fall, 1971)

INTRODUCTION TO CLASSICAL
POLITICAL THOUGHT

- 372 Origin and development of the state and political thought from works of Greek, Roman, and Medieval political philosophers. 3 sh. (By demand)

MARXIST POLITICAL THOUGHT

- 375 The origin and development of Marxist theory and the revision of economic determinism by recent philosophers. 3 sh. (By demand)

SOVIET POLITICS

- 386 An analysis of influences in the formation of the Soviet political system. The role of the elite, the Communist Party, the government, and mass organizations will be given special emphasis. Minton. 3 sh. (Spring, 1972)

BRITISH POLITICS

- 391 The tradition of modernity in British political processes and institutions with special emphasis on constitutional development. 3 sh. (By demand)

INTERNATIONAL ORGANIZATION
AND INTERNATIONAL LAW

- 401 Territory and jurisdiction of states, treaties and law, and the development of international organization, particularly the United Nations. 3 sh. (By demand)

THEORIES OF INTERNATIONAL
POLITICS

- 402 Analysis of recent research tools and methodologies for the study of international politics. 3 sh. (By demand)

RESEARCH SEMINAR IN POLITICS

- 432 Original research and wide reading in the secondary materials leading to the writing of a major research paper based on methodological techniques. 3 sh. (By demand)

Special reference is made to PH 309 - Political Theory: Plato-Marcuse, which may be credited to the Social Science minor or to the Political Science concentration.



Amer
Comm to Prof
isolation
intervention
↓ Taft, Van
Willkie
Lena
Short



MATHEMATICS

William Malone, Chairman
Department of Mathematics

The Department of Mathematics offers a major concentration in Mathematics leading to the degree of Bachelor of Arts and a supporting concentration in Mathematics for students who may arrange such an additional concentration. Students electing the Mathematics concentration may prepare for elementary or secondary school teaching, graduate work in mathematics, or for non-teaching employment as mathematicians following graduation.

A concentration in mathematics consists of 30-45 semester hours of course work. The minimum requirements vary depending on whether the student intends to pursue the secondary education program in Mathematics Education, the dual concentration program in Mathematics and Elementary Education, or the non-teaching program. Students who do not intend to elect a teaching program must present a minimum of 36 semester hours of course work, of which at least 30 must be in courses numbered 200 or above and which must include the following: the calculus sequence through MA 304, MA 401-402--Linear Algebra, MA 407--Modern Algebra, and 6 semester hours of the following courses which have a calculus prerequisite--MA 301--Probability, MA 302--Statistics, MA 403-404--Differential Equations, and MA 405-406--Elementary Analysis. Ordinarily, concentrators in Mathematics are expected to initiate their studies with MA 107--Introduction to Calculus or MA 201--Calculus I, but students who think they should develop a higher degree of facility with basic mathematical concepts before undertaking calculus may begin their studies with a course from the sequence MA 103 through MA 106. Such students must present at least 30 sh of work in mathematics which are in addition to courses below MA 107--Introduction to Calculus. In order to complete the requirements within four years, students should elect MA 201 no later than the first semester of the sophomore year. Students planning graduate study are advised that MA 405-406--Elementary Analysis and MA 411--Topology are generally prerequisite courses for graduate study in mathematics.

Students anticipating application to the Secondary Education program in Mathematics must present a minimum of 30 semester hours of course work in Mathematics, excluding courses below MA 107 and including the calculus sequence through MA 304, MA 401--Linear Algebra, MA 407--Modern Algebra, and one course in geometry (MA 306--Modern Geometry, or MA 411--Topology). Admission to the professional program in Mathematics Education is by petition only. For further information concerning this program consult the "Academic Policies Concerning Teacher-Education Programs" and the "Curriculum Requirements for Secondary Education Programs" which appear in this catalogue under the heading for Education.

Students selecting an academic concentration in Mathematics and a professional concentration in Elementary Education are advised to consult the Recommended Course of Study for Elementary Education and Mathematics Concentrators which appears in this catalogue under the Department of Education and to plan their programs accordingly. Such students are advised, however, that the professional concentration in Elementary Education is selective and may be elected only by qualified junior students. For further information consult the "Academic Policies Concerning Teacher-Education Programs" and the "Curriculum Requirements for Elementary Education Programs" which appear in this catalogue under the heading for Education.

The Department of Mathematics also offers a minor area of study consisting of 18-24 hours of course work selected in consultation with the student's advisor or with the Chairman of the Department, at least 6 hours of which must be in courses numbered "300" or above.

Students pursuing the major concentration in Mathematics leading to the degree of Bachelor of Arts are advised to follow the recommended course of study below or to work out acceptable alternative programs with their advisors or with the Chairman of the Department of Mathematics. Students transferring to the College and who wish to concentrate in Mathematics must make individual arrangements with the Chairman of the Department of Mathematics regarding satisfaction of underclass requirements.

**RECOMMENDED COURSES OF STUDY FOR
MATHEMATICS CONCENTRATORS (BACHELOR OF ARTS)**

	Secondary Education	Non-Teaching Programs
Uniform College Requirements	39	39
Concentration in Mathematics	30-45	36-45
Minor Subject		18-24
Mathematics Education	21-24	
Unrestricted Electives	<u>12-30</u>	<u>12-27</u>
	120	120

I BASIC UNDERCLASS PROGRAM FOR MATHEMATICS CONCENTRATORS

Freshman Year

EN 101--English Composition	3
Laboratory Science Requirement (PY 103-104-- General Physics is recommended)	6
Area I (Government Requirement Elective)	3
Area II (Literature Electives)	6
Area III (Foreign Language Electives)	6
MA 107--Introduction to Calculus	3
MA 201--Calculus I	3
PE 001-002--Physical Education	<u>0</u>
	30

Sophomore Year

Area I (Behavioral + or Social Science Elective)	3
Foreign Language * or General Education Electives	6
General Education Electives	6
MA 202--Calculus II	3
MA 303--Calculus III	3
Mathematics Elective	3
Minor or Unrestricted Electives	<u>6</u>
	30

+Students who anticipate applying for the Secondary Education program in Mathematics Education must take PS 162--Adolescent Development or PS 163--Developmental Psychology prior to the spring semester of their junior year.

* Cf. language requirement for the Bachelor of Arts degree. Students meeting the language requirement in whole or in part through means other than formal course work may elect courses of their choice.

II SECONDARY EDUCATION PROGRAM IN MATHEMATICS

Junior Year

PS 162--Adolescent Development or Elective	3
FE 301--Philosophy of Education or FE 302-- Philosophical and Moral Issues in Education	3
FE 322--Educational Psychology	3
FE 326--Sociology of Education or FE 327-- Sociology of the Urban School Community	3
MA 304--Calculus IV	3
MA 401--Linear Algebra I	3
Geometry Elective	3
Mathematics Electives	0-6
Unrestricted Electives	<u>3-9</u>
	30

Senior Year

SE 391--Curriculum and Teaching of Mathematics in the Secondary Schools	4
SE 491--Apprentice Teaching of Mathematics in the Secondary Schools	8
FE 311--Measurement and Evaluation or Elective	3
MA 407--Modern Algebra	3
Mathematics Electives	3-12
Unrestricted Electives	<u>0-9</u>
	30

**III UPPERCLASS PROGRAM FOR MATHEMATICS CONCENTRATORS
(NON-TEACHING)**

Junior Year

MA 304--Calculus IV	3
MA 401-402--Linear Algebra	6
Minor Electives	6-9
Mathematics Electives	0-6
Unrestricted Electives	<u>6-15</u>
	30

Senior Year

Analysis Electives (MA 301, 302, 403, 404, 405, 406)	6
MA 407--Modern Algebra	3
MA 411--Topology	3
Minor Electives	6-9
Mathematics Electives	0-3
Unrestricted Electives	<u>6-12</u>
	30

DEPARTMENTAL COURSE OFFERINGS:
MATHEMATICS (Course Prefix MA)

MODERN MATHEMATICS I

- 101 The first semester of a two semester sequence. Covers set theory, number systems, relations, and set operations. Copley. 3 sh. (Fall)

MODERN MATHEMATICS II

- 102 A continuation of Modern Mathematics I covering more set theory, logic, Boolean Algebra, relations, and order. Copley. 3 sh. (Spring)

COLLEGE ALGEBRA I

- 103 A review of the fundamental algebraic concepts plus a selection of topics from: theory of equations, determinants, probability. Malone. 3 sh. (Fall, Spring)

COLLEGE GEOMETRY

- 104 An axiomatic approach to the fundamentals of Euclidean and non-Euclidean geometry and a comparison of the two through the concept of parallelism. Prerequisite: Secondary school geometry. Portnoy. 3 sh. (Fall, Spring)

COLLEGE TRIGONOMETRY

- 105 Angles and their measure, the trigonometric functions, solving triangles, law of sines, law of cosines, circular functions and their graphs, trigonometric identities. Andrusaitis. 3 sh. (Fall, Spring)

FINITE MATHEMATICS

- 106 A course giving an introduction to logic, set theory, counting problems, and elementary statistics. 3 sh. (Fall, Spring)

INTRODUCTION TO CALCULUS

- 107 A thorough treatment of analytic geometry, functions, and limits. Gravina. 3 sh. (Fall, Spring)

CALCULUS I

- 201 Continuity, limits, differentiation and basic integration. Prerequisite: MA 106 or its secondary school equivalent. Land. 3 sh. (Fall, Spring)

CALCULUS II

- 202 A continuation of Calculus I, including methods of differentiation and integration of various functions with application of same. Land. 3 sh. (Fall, Spring)

ELEMENTARY PROBABILITY THEORY

- 205 A non-calculus approach to elementary probability theory; permutations, combinations, and Bayes theorem; organization and analysis of data, binomial and normal distribution. Not open to mathematics concentrators. 3 sh. (Fall)

ELEMENTARY STATISTICAL ANALYSIS

- 206 A course designed primarily for the social scientist: includes graphic presentations, measures of central tendency, variability, and correlation, standard scores and the unit normal distribution, hypotheses and statistical inference and tests of significance. 3 sh. (Spring)

PROBABILITY (Calculus approach)

- 301 Elementary probability spaces, general probability spaces, random variables, combined random variables, algebra of expectations. Prerequisite: MA 202. 3 sh. (Fall, 1972)

STATISTICS (Calculus Approach)

- 302 Random Sampling, law of large numbers, estimation of parameters, central limit theorem, confidence intervals and tests of hypotheses, decision theory, regression, sampling from a normal population, experimental design and analysis of variance. Prerequisite: MA 301. 3 sh. (Spring, 1972)

CALCULUS III

- 303 Polar coordinates, conic sections, hyperbolic functions and an introduction to vector analysis. Prerequisite: MA 202. Gravin. 3 sh. (Fall)

CALCULUS IV

- 304 Vector analysis, partial differential equations, multiple integration, and an introduction to infinite series. Prerequisite: MA 303. 3 sh. (Spring)

HISTORY OF MATHEMATICS

- 305 An investigation of creative mathematics through the lives of mathematicians from classical times through the present. Portnoy. 3 sh. (Fall)

MODERN GEOMETRY

- 306 Klein's program; historical approach to various geometries including Euclidean, non-Euclidean, finite, manifold, and Riemannian geometry. Prerequisite: MA 202. Portnoy. 3 sh. (Fall, Spring)

LINEAR ALGEBRA I

- 401 A review of the real number system, vector spaces and systems of linear equations, linear transformations and matrices, vector spaces with an inner product, and an introduction to determinants. Prerequisite: MA 201. Portnoy. 3 sh. (Fall)

LINEAR ALGEBRA II

- 402 Continuation of MA 401. Portnoy. 3 sh. (Spring)

DIFFERENTIAL EQUATIONS

- 403 Existence, uniqueness, properties of solutions as well as consideration of methods of solutions for both ordinary and partial differential equations. Prerequisite: MA 202 3 sh. (Fall, 1971)

MODERN ALGEBRA

- 407 An introduction to the important structures of modern algebra, including groups, rings, integral domains and fields. Prerequisite: MA 401. 3 sh. (Spring, 1972)

TOPOLOGY

- 411 An introductory course in point set topology, including a review of set theory. Prerequisite: MA 401. 3 sh. (Fall, 1971)

INTRODUCTION TO COMPLEX VARIABLES

- 414 Algebra and geometry of complex numbers; conformal mapping; analytic functions, Cauchy-Riemann equations; Cauchy integral formula, calculus of residues. Prerequisite: MA 202 3 sh. (Spring, 1972)

DIRECTED STUDY IN ANALYSIS

- 421 Individual study for the student desiring more advanced or more specialized work in analysis. May be repeated for credit. Prerequisite: Permission of Department Chairman. 1-3 sh. (Fall)

DIRECTED STUDY IN ALGEBRA

- 422 Individual study for the student desiring more advanced or more specialized work in algebra. May be repeated for credit. Prerequisite: Permission of Department Chairman. 1-3 sh. (Spring)

DIRECTED STUDY IN GEOMETRY

- 423 Individual study for the student desiring more advanced or more specialized work in geometry. May be repeated for credit. Prerequisite: Permission of Department Chairman. 1-3 sh. (Fall)



MUSIC

Edward Gilday, Chairman
Department of Music

Paul Gay, Director
Bachelor of Music Programs

Antone Holevas, Coordinator
Applied Music

Willis Traphagan, Director
Bachelor of Music Education Programs

The Department of Music offers major specializations in Music under programs for the Bachelor of Music Education and the Bachelor of Music degrees. Students who possess basic competence in music and are enrolled in Bachelor of Arts degree programs may select a minor area of study in Music History when such a minor may be arranged. A minor area of study in Music History consists of 18-24 semester hours of course work and must be approved by both the student's major advisor and the Chairman of the Music Department. At least 6 hours of the minor must be elected in courses numbered "300" or above.

General statements concerning degree programs in Music appear under the catalogue descriptions of baccalaureate degrees. Students who wish to pursue the Bachelor of Music Education degree are reminded that admission to the professional program in Music Education is by petition only. For further information concerning this program, consult the "Academic Policies Concerning Teacher-Education Programs" and the "Curriculum Requirements for Music Education" which appear under the catalogue section for Education.

Students specializing in Music are advised to follow the recommended courses of study on the following pages or to work out acceptable alternative programs with the Chairman of the Music Department. Students transferring to the College and who wish to specialize in Music must make individual arrangements with the Chairman of the Music Department regarding satisfaction of underclass requirements.

PARTICIPATION REQUIREMENTS FOR MUSICAL ORGANIZATIONS (INSTRUMENTAL ORGANIZATIONS)

Instrumental Ensembles

1. All music students whose major medium of performance is wind, string, or percussion must participate satisfactorily in the instrumental ensemble program for eight full semesters.
2. Non-wind, string, or percussion majors may also participate in this program, but must meet established performance standards in order to be admitted to these instrumental organizations.
3. These organizations meet for five rehearsal hours per week.
4. These organizations award one credit per semester.
5. Placement in these organizations is determined by common auditions before a panel of the conductors of the organizations directly concerned. Students may express preference, but final placement will be decided by the panel.

Small Ensembles

1. All music students may elect to apply for membership in one or more of these ensembles. Membership is determined by audition, or by panel when applicable, and must be supplemental to membership in the band and/or orchestra program in the case of wind, string, and percussion majors.

2. These ensembles will for two rehearsal hours per week.
3. These ensembles award one-half an academic credit per semester. A minimum of two credits must be earned by all instrumental majors.

Workshop Organizations

1. Groups such as workshops, bands and orchestras exist as direct functions of the instrumental classes required of music education majors.
2. All wind, string, and percussion majors are required to earn a minimum of one **credit in a workshop group** or in an instrument other than their major during **the semesters** in which the instrumental classes are taken.
3. **These groups** meet for two hours per week and award one-half an academic credit per semester.
4. A student may not fulfill his musical organization requirement through membership in a workshop group.

PARTICIPATION REQUIREMENTS FOR MUSICAL ORGANIZATIONS (VOCAL ORGANIZATIONS)

Vocal Ensembles

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1. All music students whose major medium of performance is voice must participate satisfactorily in the vocal ensemble program for eight full semesters.
2. Non-voice majors may also participate in this program but must meet established performance standards in order to be admitted to these choral organizations.
3. These organizations meet for four rehearsal hours per week.
4. These organizations will award one credit per semester. Students must maintain satisfactory participation in Festival Chorus (non-credit) in order to receive credit for a choral organization.

5. Placement in these organizations is determined by common auditions before a panel of the conductors of the organizations directly concerned. Students may express preference, but final placement will be decided by the panel.

Festival Chorus

All voice majors must participate in festival chorus which meets one hour per week for no credit.

Workshop Organizations

1. Groups such as workshop chorus exist as direct functions of the vocal classes required of Music Education voice majors.
2. All these groups meet for two hours per week and award one-half of an academic credit per semester.
3. A vocal major may not fulfill his musical organization requirement through membership in a workshop choir.

PARTICIPATION BY PIANO, ACCORDIAN AND GUITAR MAJORS

1. Students whose major area of performance is piano, accordian, or guitar must participate in the choral or instrumental program satisfactorily for eight full semesters.
2. These students must earn one-half of a credit per semester for the first four semesters and one credit for each semester thereafter.
3. Students in the above performance area may elect either program or a combination of both programs, subject to departmental approval.
4. Piano, accordian, and guitar majors who fail to qualify through audition for the instrumental and/or choral program may fulfill their requirement by participating in one or two laboratory groups per semester in fulfillment of the second requirement above.

MULTIPLE PARTICIPATION IN MUSICAL ORGANIZATIONS

1. Students who qualify through audition may participate in more than one major musical organization.
2. Students whose academic standing is not deemed satisfactory by the Department may be prohibited from multiple musical organization membership.

ORGANIZATIONAL DEFINITIONS

Major Organizations - - 1 credit per semester

1. The Instrumental Program: the Wind Ensemble, the Symphony Band, the Symphony Orchestra
2. The Vocal Program: the Concert Choir, the Collegiate Chorale, the Opera Workshop

Laboratory Organizations - - ½ credit per semester

1. Workshop Band
2. Workshop Orchestra
3. Workshop Chorus

Chamber Ensembles - - ½ credit per semester

All performing groups other than those listed above are defined as chamber ensembles and meet twice a week. Credits for chamber ensembles and workshop organizations are awarded in addition to credit earned in major organizations.

201

PERFORMANCE REQUIREMENTS

Recital Hour

Recital hour performance is required at least once a year during the sophomore, junior, and senior years, and additionally as prescribed by the applied teacher. Failure to discharge this requirement will result in an administrative grade of "F" on the student's permanent record card. Attendance at recital hour is expected and every student must attend a minimum of six recital hours per semester.

Senior Recital

Successful completion of a recital during the senior year is a requirement for graduation. Additional information concerning this requirement may be obtained through the Department.

Applied Music

All applied music courses require a minimum of eleven lessons and no student enrolled in such courses may for any reason whatsoever complete fewer than the required minimum. Each student enrolled in Applied Piano is required to accompany a minimum number of students (as determined by the Department). Students who fail to satisfy either of the above requirements will receive administrative grades of "F".

**RECOMMENDED COURSES OF STUDY FOR MUSIC SPECIALIZATIONS
(BACHELOR OF MUSIC EDUCATION)**

		Area Preferences		
	Voice	Keyboard	Orchestra	
Uniform College Requirements	39	39	39	
Music Specialization	66	66	66	
Music Education	24	24	24	
	129	129	129	

Freshman Year	Voice	Area Preferences	
		Keyboard	Orchestra
MU 101-102--Music Theory	6	6	6
MU 103-104--Sight Singing and Dictation	3	3	3
MU 263--Applied Music	4	4	4
MU 261--Vocal Ensemble	2		
MU 262--Instrumental Ensemble		1	2
MU 141-142--Functional Piano	2,		2
MU 173-174--Keyboard Literature		4	
EN 101--English Composition	3	3	3
Area II (Literature Elective)	3	3	3
Area III (Language Elective)	6		
Laboratory Science Requirement (Science Electives)		6	6
PE 001-002--Physical Education	0	0	0
	<u>29</u>	<u>30</u>	<u>29</u>

Sophomore Year	Area Preferences		
	Voice	Keyboard	Orchestra
MU 201-202--Advanced Music Theory	6	6	6
MU 203-204--Advanced Sight Singing and Dictation	3	3	3
MU 263--Applied Music	4	4	4
MU 261--Vocal Ensemble	2		
MU 262--Instrumental Ensemble		1	2
MU 271-272--Music History and Literature	6	6	6
MU 241-242--Functional Piano	2		
MU 121-122--Instrumental Class		3	3
Area III (Symbolics Elective *)		3	3
Area I (Government Elective)		3	3
Area II (Literature Elective)	3	3	3
Laboratory Science Requirement (Science Electives)	6		
Area I (PS 162--Developmental Psychology)	3	3	3
	<u>35</u>	<u>35</u>	<u>36</u>

(* Students who select a foreign language follow the General Education sequence specified under the Area Preference for Voice.

203

Junior Year (Fall Semester)			
MU 263--Applied Music	2	2	2
MU 261--Vocal Ensemble	1		
MU 262--Instrumental Ensemble		1	1
MU 231--Elementary Conducting	1	1	1
Music Theory or Literature Elective	3	3	3
ME 391--Music in the Elem. School	3	3	3
MU 221--Instrumental Class		1.5	1.5
MU 233--Diction for the Singer	2		
Area I (Government Elective)	3		
History Electives	3	6	6
	<u>18</u>	<u>17.5</u>	<u>17.5</u>

+ Students who are designated to enter apprentice-teaching courses at the beginning of the spring semester of the junior year will take ME 391 during the fall semester of the junior year. Those who do not enter apprentice-teaching courses until the fall semester of the senior year will substitute a General Education elective course for ME 391 during the fall semester of the junior year and will take ME 391 during the spring semester of the junior year in lieu of one of the designated General Education electives.

Junior Year (Spring Semester)*	Area Preferences		
	Voice	Keyboard	Orchestra
MU 263--Applied Music	2	2	2
MU 261--Vocal Ensemble	1		
MU 262--Instrumental Ensemble		1	1
MU 321--Instrumental Conducting		1	1
MU 331--Advanced Choral Conducting	1		
Music Theory or Literature Elective	3	3	3
MU 222--Instrumental Class		1.5	1.5
MU 234--The Teaching of Singing	2		
History Elective	3		
General Education Electives	6	9	9
	<u>18</u>	<u>17.5</u>	<u>17.5</u>

Senior Year (Fall Semester)*

ME 491--Apprentice Teaching of Music in the Elementary School	4	4	4
FE 328--Dynamics of Interpersonal Relations for Teachers	3	3	3
FE 301--Philosophy of Education	3	3	3
MU 263--Applied Music	2	2	2
MU 261--Vocal Ensemble	1		
MU 262--Instrumental Ensemble	<u>1</u>	<u>1</u>	<u>1</u>
	13	13	13

*Semesters interchangeable subject to placement in apprentice teaching.

Senior Year (Spring Semester)

ME 393--Music in the Secondary Schools	3	3	3
ME 395--Curriculum Development and Evaluation in Music Education	4	4	4
ME 492--Apprentice Teaching of Music in the Secondary School	4	4	4
MU 263--Applied Music	2	2	2
MU 261--Vocal Ensemble	1		
MU 262--Instrumental Ensemble	<u>1</u>	<u>1</u>	<u>1</u>
	14	14	14

**RECOMMENDED COURSES OF STUDY FOR MUSIC SPECIALIZATIONS
(BACHELOR OF MUSIC)**

	Music History and Literature			Music Theory & Composition			Applied Music		
	V	K	O	V	K	O	V	K	O
Uniform Requirements	39	39	39	39	39	39	39	39	39
Music Specialization	<u>86</u>	<u>89</u>	<u>86</u>	<u>86</u>	<u>89</u>	<u>86</u>	<u>88</u>	<u>87</u>	<u>87.5</u>
	125	128	125	125	128	125	127	126	126.5

Freshman Year

	Area Preferences		
	Voice	Keyboard	Orchestra
EN 101--English Composition	3	3	3
Laboratory Science Requirement (Science Electives)		6	6
Italian Electives	6		
MU 264--Applied Music	4	4	4
MU 103-104--Sight Singing and Dictation	3	3	3
MU 101-102--Music Theory	6	6	6
Area II (Literature Elective)	3	3	3
MU 261--Vocal Ensemble	2		
MU 262--Instrumental Ensemble		1	2
MU 141-142--Functional Piano	2		2
MU 173-174--Keyboard Literature		4	
PE 001-002--Physical Education	<u>0</u>	<u>0</u>	<u>0</u>
	29	30	29

Sophomore Year

Area II (Literature Elective)	3	3	3
Area I (Behavioral Sciences Elective)	3	3	3
MU 264--Applied Music	8	8	8
MU 203-204--Advanced Sight Singing and Dictation	3	3	3
MU 201-202--Advanced Music Theory	6	6	6
Music History Electives	6	6	6
MU 231--Elementary Conducting	1	1	1
MU 261--Vocal Ensemble	2		
MU 262--Instrumental Ensemble			2
MU 243-244--Keyboard Harmony		4	
MU 145-146--Piano Class	<u>2</u>	<u>2</u>	<u>2</u>
	34	34	34

	Music History and Literature			Theory & Composition			Applied Music		
Junior Year	V	K	O	V	K	O	V	K	O
MU 264--Applied Music	4	4	4	4	4	4	8	8	8
MU 261--Vocal Ensemble							2		
MU 262--Instrumental Ensemble		1			1			1	2
MU 311--18th Century Counterpoint	3	3	3	3	3	3	3	3	3
MU 305-306--Applied Solfage	4	4	4	4	4	4	4	4	4
MU 371--Music of the Middle Ages	3	3	3						
MU 376--Music of the 20th Century	3	3	3						
MU 343--Score Reading	2	2	2	2	2	2		2	
MU 373--Music of the Renaissance	3	3	3						
MU 375--Music of the Romantic Era	3	3	3						
Music History Electives				6	6	6			
MU 301--Instrumentation and Orchestration				3	3	3			
MU 312--Contemporary Tech- niques in Composition				3	3	3			
MU 245-246--Piano Class							2		2
MU 331--Advanced Choral Conducting							1	1	1
Music Theory Elective							3	3	3
MU 344--Keyboard Accompanying								2	
MU 222--Instrumental Class									1.5
Area III (German Electives)	6	6	6	6	6	6	6		
Area III (Electives)								6	6
History Electives	3			3					
Laboratory Science Require- ment (Science Electives)							6		
General Education Elective		3	3		3	3		3	3
	<u>34</u>	<u>35</u>	<u>34</u>	<u>34</u>	<u>35</u>	<u>34</u>	<u>35</u>	<u>33</u>	<u>33.5</u>

	Music History and Literature			Theory & Composition			Applied Music		
Senior Year	V	K	O	V	K	O	V	K	O
MU 264--Applied Music	4	4	4	4	4	4	8	8	8
MU 261--Vocal Ensemble*							2		
MU 262--Instrumental Ensemble		1			1			1	2
MU 472--Music of the Baroque Era	3	3	3						
MU 473--Music of the Classical Era	3	3	3						
MU 474--Directed Studies in Musicology	6	6	6	6	6	6			
MU 402--Advanced Orches- tration				3	3	3			
MU 403--Directed Studies in Composition				3	3	3			
Music History Elective							6	6	6
MU 451--Master Class							1	1	
MU 452--Recital Class							1	1	1
MU 234--Teaching of Singing							2		
MU 235--Instrumental Coaching									1
Area I (Government Requirement Elective)	3	3	3	3	3	3	3	3	3
History Electives	3	6	6	3	6	6	6	6	6
General Education Elective		3	3		3	3		3	3
Laboratory Science Require- ment (Science Electives)	6			6					
	<u>28</u>	<u>29</u>	<u>28</u>	<u>28</u>	<u>29</u>	<u>28</u>	<u>29</u>	<u>29</u>	<u>30</u>

*Opera Workshop required.

DEPARTMENTAL COURSE OFFERINGS:
MUSIC (Course Prefix MU)

FESTIVAL CHORUS

- 061 Open to all students in the College who meet the requirements. Major choral works are studied and prepared for public performance. Qualified students perform as soloists in oratorio and advanced choral music literature. Gilday. non-credit. (Fall, Spring)

RECITAL HOUR

- 063 Weekly hour of student and faculty performances of solo and chamber music. Required attendance and performance as specified by statement of PERFORMANCE REQUIREMENTS. Lindblad. No credit. (Fall, Spring)

ELEMENTARY MUSIC THEORY I

- 101 Detailed study of music theory, progressing to four - part harmonization of melodies using primary and secondary chords, non-harmonic tones, and simple modulation as exemplified in the music of the eighteenth century. Harmonic analysis and creative work are integrated with the written exercises. Holevas, Charette, Bouzianis, Arslanian, 3 sh. (Fall)

ELEMENTARY MUSIC THEORY II

- 102 Continuation of MU 101, progressing to a more advanced level. Holevas, Charette, Bouzianis, Arslanian. 3 sh. (Spring)

SIGHT SINGING AND DICTATION I

- 103 Concentrates mainly on solfege (developed by singing at sight) and on ear training (developed by rhythmic and melodic dictation). Course meets for three class hours per week. Arslanian, Holevas, Charette, Gay, Oak, White. 1½ sh. (Fall)

SIGHT SINGING AND DICTATION II

- 104 Continuation of MU 103, progressing to a more advanced level. Course meets for three class hours per week. Arslanian, Gay, Oak, Holevas, Charette, White. 1½ sh. (Spring)

MUSIC FOR THE CLASSROOM TEACHER

- 113 Emphasis on basic musical skills and approaches that would enable the elementary classroom teacher to use music in the normal course of elementary classroom activity. Ashley. 3sh. (Fall, Spring)

INSTRUMENTAL CLASS I

- 121 Intensive class instruction in the fundamentals of playing instruments. The student is expected to gain skill for beginning teaching and demonstration purposes. Course meets for three class hours per week. Elliot and Members of the Department. 1½ sh. (Fall)

INSTRUMENTAL CLASS II

- 122 Continuation of MU 121. 1½ sh. (Spring)

FUNCTIONAL PIANO I

- 141 The development of good keyboard reading habits and the development of a repertoire of keyboard pieces, with special attention given to developing those reading skills, keyboard techniques, and interpretive styles necessary for the playing of keyboard accompaniment. Bregor, Lindblad, Allen. 1 sh. (Fall)

FUNCTIONAL PIANO II

- 142 Continuation of MU 141, progressing to a more advanced level. Bregor, Lindblad, Allen. 1 sh. (Spring)

PIANO CLASS I

- 145 Group piano lessons for non-keyboard majors. Course is similar to Functional Piano but without emphasis upon public school classroom skills. Enrollment limited to eight students per section. Two meetings per week. Allen. 1 sh. (Fall)

PIANO CLASS II

- 146 Continuation of MU 145, progressing to a more advanced level. Two meetings per week. Allen. 1 sh. (Spring)

MUSIC OF WESTERN CIVILIZATION

- 171 A survey of music from the troubadours to the aleatoric music of the present. Significant forms, styles, and aesthetic concepts are examined. Chamber music, leier, opera, oratorio, symphonic music, and other mediums are studied. Philosophies of music are examined against specific periods in history. Smith. 3 sh. (Fall, Spring)

KEYBOARD LITERATURE I

- 173 Through recordings and the performances by the instructor this course acquaints students with the vast keyboard repertoire. Gibbons. 2 sh. (Fall)

KEYBOARD LITERATURE II

- 174 Through recordings and performances by the instructor, and background material from the text and other sources, this course covers keyboard literature from Hayden to current 20th Century composers. Allen. 2 sh. (Spring)

ADVANCED MUSIC THEORY I

- 201 Advanced harmony, including secondary dominants, secondary seventh chords, altered chords, realization of figured basses, and chromatic modulation as exemplified in the music of the nineteenth century. Corresponding progress is made in the integrated studies; harmonic and structural analysis and creative work. Arslanian, Holevas, Charette. 3 sh. (Fall)

ADVANCED MUSIC THEORY II

- 202 Continuation of MU 201, progressing to more advanced levels. Arslanian, Holevas, Bouzianis, Charette. 3 sh. (Spring)

ADVANCED SIGHT SINGING AND DICTATION I

- 203 Continuation of MU 104, progressing to more difficult music, two - part melodic dictation, choral dictation, and the study of C clefs. Course meets for three class hours per week. Arslanian, Gay, Lindblad, Bouzianis, Charette, White. 1½ sh. (Fall)

ADVANCED SIGHT SINGING AND DICTATION II

- 204 Continuation of MU 203. Course meets for three class hours per week. Arslanian, Gay, Charette, Bouzianis, White. 1½ sh. (Spring)

INSTRUMENTAL CLASS III

- 221 Intensive class instruction in the fundamentals of playing instruments. The student is expected to gain skill for beginning teaching and demonstration purposes. Course meets for three class hours per week. Elliot and Members of the Department. 1½ sh. (Fall)

INSTRUMENTAL CLASS IV

- 222 Continuation of MU 221. 1½ sh. (Spring)

ELEMENTARY CONDUCTING

- 231 Offers training in the technique of the baton as preparation for advanced instrumental and choral conducting. With laboratory experience, the student acquires knowledge of the basic problems of conducting and their solutions. Course meets for two class hours per week. Elliot, Oak. 1 sh. (Fall)

DICTION FOR THE SINGER

- 233 A study of French, German, and Italian diction as it applies to vocalist and choral conductor. Oak. 2 sh. (Fall)

THE TEACHING OF SINGING

- 234 Exploration of the various techniques of vocal pedagogy in a class situation, directed toward the voice teacher and choral conductor. Austin. 2 sh. (Spring)

INSTRUMENTAL COACHING

- 235 Supervised group instruction in orchestral performance. Gay. 1 sh. (Fall)

CLASS VOICE

- 236 This course is intended to cultivate the fundamental principles of singing. The psychology of singing and the physiology of the singing voice are considered as they apply to tone, production, resonance, breath control, projection, diction, and other related aspects. Open only to non-voice majors. Bouzianis. 1 sh. (Spring)

FUNCTIONAL PIANO III

- 241 Continuation of MU 142, progressing to a more advanced level. Bregor, Lindblad. 1 sh. (Fall)

FUNCTIONAL PIANO IV

- 242 A continuation of MU 241, progressing to a more advanced level. Bregor, Lindblad. 1 sh. (Spring)

KEYBOARD HARMONY I

- 243 The curriculum of this course is flexible, and attempts to be responsive to the particular needs of the individual student, both in content and in structure. Some areas of consideration are figured bass, continuo playing, accompaniment, transportation, arranging for keyboard. Combination of class time, private consultation and individual work projects will be used to provide each student with a program suited to his own way of working. Gibbons. 2 sh. (Fall) (Fall)

KEYBOARD HARMONY II

- 244 Continuation of MU 243, progressing to a more advanced level. Gibbons. 2 sh. (Spring) (Spring)

PIANO CLASS III

- 245 Continuation of MU 146, progressing to a more advanced level. Two meetings per week. Allen. 1 sh. (Fall)

PIANO CLASS IV

- 246 Continuation of MU 245, progressing to a more advanced level. Two meetings per week. Gibbons. 1 sh. (Spring)

VOCAL ENSEMBLE

- 261 CONCERT CHOIR: Open to a limited number of students selected by audition. The members study a wide variety of choral compositions and perform frequently in public and at college-functions. Gilday. 1 sh. (Fall, Spring)

- 261 COLLEGIATE CHORALE: Open to all students by audition. Required for vocal majors who are not members of the Concert Choir. Includes the study and performance of a wide variety of choral compositions. White. 1 sh. (Fall, Spring)

- 261 OPERA WORKSHOP: Introductory experiences in both practice and theory of opera performance. During each semester, every student participates in the public performance of at least two scenes from the repertoire of dramatic music. Problem solving and pedagogical areas include preparation of roles, rehearsal techniques, acting and stage direction, theatrical organization, ensemble singing, and a brief survey of operatic literature and traditions. By permission of instructor. Austin. 1 sh. (Fall, Spring)

- 261 WORKSHIP CHORUS: Open to all music concentrators and other students who enjoy singing. Standard choral literature is studied and performed in public and at College functions. Gilday. ½ sh. (Fall, Spring)

INSTRUMENTAL ENSEMBLE:

- 262 **WIND ENSEMBLE:** Advanced instrumentalists are eligible for this ensemble and are selected by audition. Works for widely varied instrumentation from traditional and contemporary repertoire are studied and performed in public. Extended concert tours and special appearances are part of the Wind Ensemble's normal function. Elliot, Traphagan. 1 sh. (Fall, Spring)
- 262 **SYMPHONY BAND:** Open to all students by audition. Required of wind instrument and percussion majors who are not members of the Wind Ensemble or Symphony Orchestra. Works suitable for symphonic wind groups are studied and performed in public. Elliot, Traphagan. 1 sh. (Fall, Spring)
- 262 **WORKSHOP BAND:** For students to perform on instruments other than their major. Provides ensemble experience on a band instrument, with the repertoire limited to elementary and intermediate materials. Elliot. ½ sh. (Fall, Spring)
- 262 **SYMPHONY ORCHESTRA:** Advanced instrumentalists are selected by audition. Works suitable for symphony orchestra are studied and performed in public. Opportunity for solo performance with orchestral accompaniment is offered. Arslanian. 1 sh. (Fall, Spring)
- 262 **WORKSHOP ORCHESTRA:** For students to perform on instruments other than their major. Provides ensemble experience on stringed instruments, with the repertoire limited to elementary and intermediate materials. Pordon. ½ sh. (Fall, Spring)

APPLIED MUSIC

- 263 For students enrolled in the Bachelor of Music-Education program. Fourteen half-hour lessons plus a jury examination of each student's performance on his major instrument. May be repeated. Applied Music Faculty. 2 sh. (Fall, Spring)

APPLIED MUSIC

- 264 For students enrolled in the Bachelor of Music programs. Fourteen private one-hour lessons plus a jury examination of each student's performance on his major instrument. May be repeated for credit. Applied Music Faculty. 2 to 4 sh. (Fall, Spring)

SMALL ENSEMBLES

- 266 **BRASS CHOIR:** Advanced brass players are eligible and are selected through audition. Annual tour and public performances of high quality compositions for brass and percussion instruments. Gay. ½ sh. (Fall, Spring)
- 266 **CHAMBER ENSEMBLES:** For students interested in small ensembles: string quartets, madrigal groups, piano ensembles, and brass and woodwind ensembles are organized to encourage study and performance in this type of musical activity. Members of the Department. ½ sh. (Fall, Spring)

MUSIC HISTORY AND LITERATURE TO BACH

- 271 A study is made of the development of the sacred and secular forms of music from the pre-Christian era up to the middle of the eighteenth century. Bregor, Ogasapian. 3 sh. (Fall)

MUSIC HISTORY AND LITERATURE SINCE BACH

- 272 Studies the music of the period from the middle of the eighteenth century to the present. The impact on music of the changing social philosophies is analyzed. Bregor, Ogasapian. 3 sh. (Spring)

SURVEY OF AMERICAN MUSIC

- 276 An historical survey of Music in the U.S., beginning with the Psalter and ending with electronic music. Open to non-music majors only. Charette. 3 sh. (Fall, 1972)

INSTRUMENTATION AND ORCHESTRATION

- 301 The study of instrumentation and orchestration, emphasizing score reading and the writing of music for all orchestral instruments - individually and in combination. Arslanian. 3 sh. (Fall, Spring)

VOCAL SIGHT SINGING I

- 303 This course is intended for vocalists and keyboard players who possess above average ability and interest in vocal music. Material will be selected to cover the problems arising from performance of twentieth century and pre-Baroque vocal music. 2 sh. (Fall)

VOCAL SIGHT SINGING II

- 304 Continuation of MU 303. 2 sh. (Spring)

APPLIED SOLFEGE I

- 305 Intended for instrumental majors, this course relates acquired solfège skills to the student's instrument through individual and group performance of selected material. Enrollment limited to twelve students per section. Gay 2 sh. (Fall)

APPLIED SOLFEGE II

- 306 Continuation of MU 305. Gay. 2 sh. (Fall)

EIGHTEENTH CENTURY COUNTERPOINT

- 311 The study of the vocal and instrumental polyphony of the eighteenth century, based on tonality. Choral and instrumental composition in this style is emphasized. Representative music of the eighteenth century is analyzed from a contrapuntal point of view. Bouzianis, Smith. 3 sh. (Fall, Spring)

CONTEMPORARY TECHNIQUES IN COMPOSITION

- 312 Intended for theory-composition majors, this course concentrates on developing the student's ability to utilize 20th Century techniques in his writing. Gay. 3 sh. (Spring)

FORM AND ANALYSIS

- 313 Study of formal relationships and harmonic structure of literature selected from various periods of musical endeavor. Ogasapian. 3 sh. (Spring, 1973)

INSTRUMENTAL CONDUCTING

- 321 Advanced baton technique, score reading, and principles of instrumental interpretation. This is a laboratory course in the study of suitable music literature for small ensemble, orchestra, and band, and of the techniques of organizing instrumental programs. Course meets for two class hours per week. Traphagan. 1 sh. (Fall, Spring)

ADVANCED CHORAL CONDUCTING

- 331 The many techniques involved in training and conducting a chorus are demonstrated, studied, and practiced. A study is made of a wide repertoire of choral music. Course meets for two class hours per week. Gilday. 1 sh. (Fall, Spring)

VOCAL ARRANGING

- 336 Analysis and practical application of techniques of vocal scoring, including women's voices, men's voices, and mixed voices in varied configurations and music styles. Bouzianis. 3 sh. (Fall, Spring)

FUNCTIONAL PIANO V

- 341 Continuation of MU 242, progressing to a more advanced level. Bregor, Lindblad. 1 sh. (Fall)

FUNCTIONAL PIANO VI

- 342 Continuation of MU 341, progressing to a more advanced level. Bregor, Lindblad. 1 sh. (Spring)

SCORE READING

- 343 Development of score reading ability through keyboard performance of increasingly difficult exercises and scores. Included are clef studies and transposition. Gay. 2 sh. (Fall)

KEYBOARD ACCOMPANYING

- 344 Intended for keyboard majors, this course is addressed to the major problems of accompaniment. 1 sh. (Spring)

MUSIC OF THE MIDDLE AGES

- 371 Music to 1400, with emphasis on early Christian chant, secular song, and the development of polyphony. Ogasapian. 3 sh. (Fall, 1972)

MUSIC OF THE RENAISSANCE

- 373 A study of the mass of motet, chanson and madrigal, and the development of instrumental music of the fifteenth and sixteenth centuries. Ogasapian. 3 sh. (Fall, 1971)

MUSIC OF THE ROMANTIC ERA

- 375 A study of the instrumental and vocal forms of the nineteenth century from Beethoven through Wagner. Bregor. 3 sh. (Fall, 1971)

MUSIC OF THE TWENTIETH CENTURY

- 376 An examination of the stylistic trends of contemporary music, beginning with the late romantics and proceeding to the current forms of experimental music. Emphasis is placed on listening and analysis, as well as musicological commentary. White. 3 sh. (Spring)

EXPERIMENTAL MUSIC

- 377 A survey of the most recent experiments in music and related fields (electronic music, concept art, happenings, experimental TV and cinema) and a workshop in which students create and perform original works. Smith. 3 sh. (Fall, Spring)

AESTHETICS OF MUSIC

- 378 A survey of the principal writings on music as an art in Western culture, with emphasis on music in contemporary American experience. Special attention is given to the problems raised by modern music and the avant-garde. Smith. 3 sh. (Spring)

ADVANCED ORCHESTRATION

- 402 Intended for theory majors, this course is a continuation of MU 301, with special emphasis upon the orchestration of student compositions. 3 sh. (Spring, 1972)

DIRECTED STUDY IN COMPOSITION

- 403 Individual composition under the direction of faculty theorist. May be repeated for credit. 3 sh. (Fall, Spring)

SIXTEENTH CENTURY COUNTERPOINT

- 411 Contrapuntal studies based upon common practice in the sixteenth century. Bouzainis. 3 sh. (Fall, 1971)

MASTER CLASS

- 451 An extension of applied study. Under the guidance of a specialist, groups of students work on problems related to their major instruments. 1 sh. (Fall)

RECITAL CLASS

- 452 Recital tradition, deportment, program practice, and problems of interpretative style are studied in preparation for the professional recital. Gay. 1 sh. (Fall, Spring)

MUSIC OF THE BAROQUE ERA

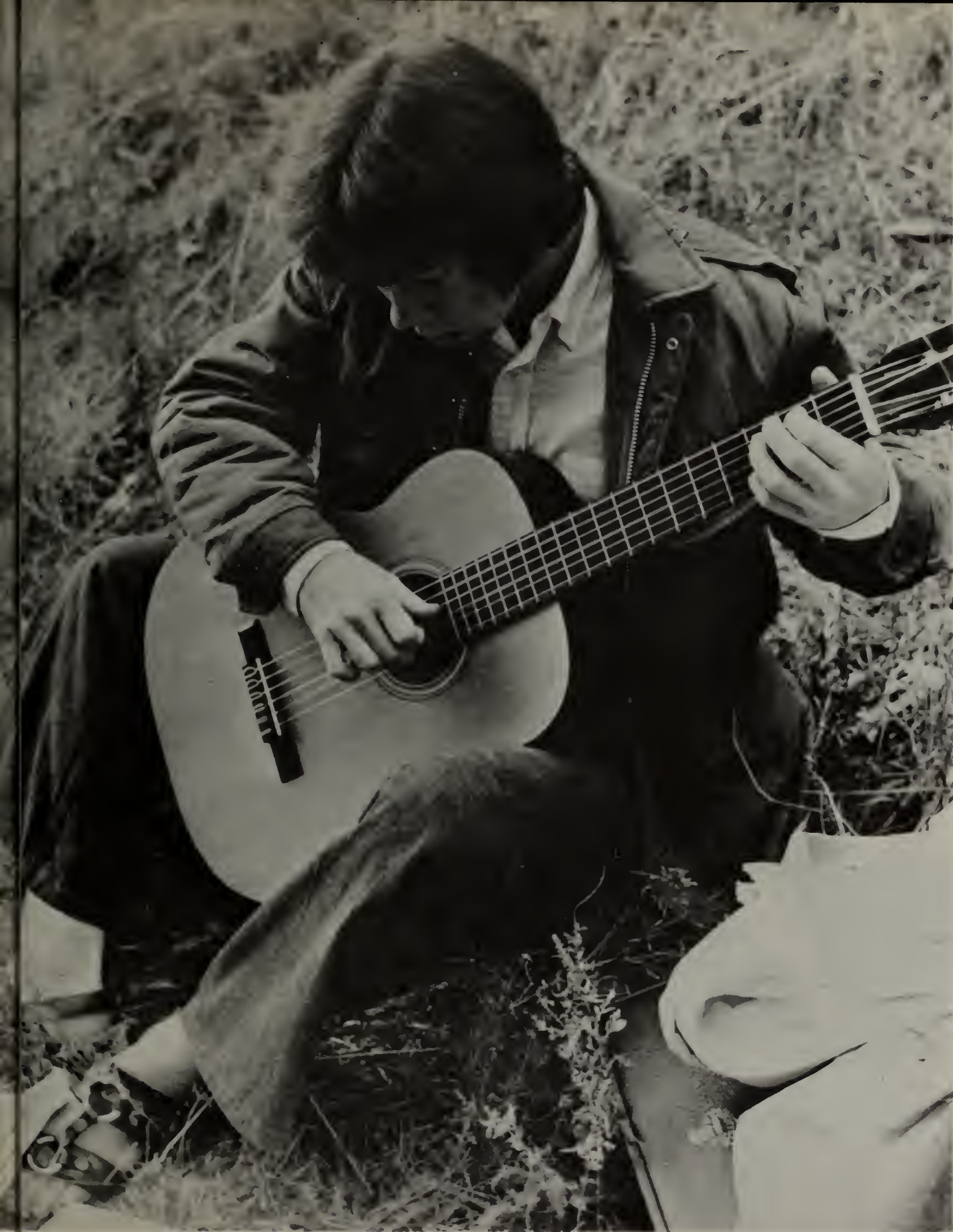
- 472 A stylistic study of the period 1600-1750 from Monteverdi through Bach and Handel. Ogasapian. 3 sh. (Spring, 1972)

MUSIC OF THE CLASSICAL ERA

- 473 A study of the music from 1750-1820: symphony, opera, solo and ensemble forms. Bregor. 3 sh. (Fall, 1972)

DIRECTED STUDIES IN MUSICOLOGY

- 474 Private study devoted to research projects of significant proportions with a music-history instructor. May be repeated for credit. 3 sh. (Fall, Spring)





NURSING

Gertrude Barker, Chairman
Department of Nursing

The Department of Nursing offers a major specialization in Nursing leading to the Bachelor of Science degree. In addition to the 57 semester hours of prescribed course work in Nursing, students matriculating for the Bachelor of Science in Nursing degree are required to carry a minor area of studies and to satisfy basic course requirements in the behavioral, biological, and natural sciences as follows: PS 101--General Psychology, PS 163--Developmental Psychology, one course in Sociology (SO 101--Introduction to Sociological Analysis, SO 201--Social Anthropology, or SO 222--Contemporary Social Problems), BI 223-224--Anatomy and Physiology, BI 232--Clinical Microbiology, and CH 111-112--General Chemistry.

Minor areas of study consist of 18-24 semester hours of course work and may be selected from the following: Behavioral Sciences, Biology, Natural Sciences, Psychology, and Social Science. Requirements for minor programs are outlined in the introductory statements of departments administering specific minor studies.

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The clinical aspects of the Nursing courses are planned and conducted by the Nursing faculty of the College in collaboration with the following health agencies and institutions: Lowell Day Nursery, Lowell General Hospital, Lowell Public Health Department, Lowell Visiting Nurse Association, Saint John's Hospital, Saint Joseph's Hospital, the Soloman Mental Health Center, and Tewksbury Hospital. The faculty of the Department of Nursing reserve the right of retaining only those students who in their judgment satisfy the requirements of personal suitability for professional nursing.

Registered nurses who are graduates of diploma and associate degree nursing programs may be admitted to the Nursing program with advanced standing subject to the transfer policies of the College and the rules and regulations concerning "Advanced Placement with Course Credit through Examinations." Students who may be interested in such examination credit should consult the

catalogue statement concerning "Course Equivalency Procedures" and should write to the Chairman of the Department of Nursing for information concerning specific nursing examinations. The case of each applicant for credit will be considered individually on its own merits, but in no case may a student reduce the basic residency requirement of the College through any combination of transfer, advanced placement, or course equivalency procedures. For further information, consult the catalogue statements concerning "Residency and Achievement Requirements for Transfer and Advanced Placement Students" and "Course Credit Limits Through Equivalency Procedures."

The Department of Nursing holds that man as a rational being purposefully interacts in an ever-changing environment and that as an individual possesses innate rights which society must respect and foster. Accordingly, the Department believes that all men have a right to that level of personal well-being which permits them both to function within the social system and to realize their individual potentialities. In accepting the philosophy of the College of which it is a part, the Department holds that nursing as a profession is based on an appreciation of those arts which record man's insights into his experience, an understanding of those organizations and institutions which are the sources of his social and cultural values, and a realization of the import of scientific developments for his life and his environment. Like the larger process of education itself, nursing is a creative, life-time endeavor involving continuous interaction among individuals which afford opportunities for independent and cooperative inquiry, critical analyses, and judgment. As a health science, nursing seeks to prevent disease and to promote health for the individual, the family, and the community through the application of specialized concepts and skills and scientific judgment. As a service to the individual and society, nursing is an interacting process among and for individuals in a caring, administering, and knowing relationship. Education for nursing, in short, prepares a learner for enlightened participation in society's acknowledged obligation to individual well-being.

In keeping with the above tenets, the Department of Nursing takes the following to be its operational objectives:

1. To acknowledge each man's unique right to personal well-being;
2. To plan and administer comprehensive nursing intervention as a therapeutic process to the individual, the family, and the community;
3. To foster continuous personal and professional growth through self-understanding, self-direction, and exercise of critical self-judgment;
4. To develop concepts of nursing through systematic inquiry;
5. To accept responsibility for nursing leadership in order to effect change for the benefit of man; and
6. To provide students with a foundation for graduate study in nursing.

Upon successful completion of the baccalaureate program in Nursing at Lowell State College, graduate nurses have attained sufficient competencies in the humanities, the social sciences, the sciences, and nursing to develop the following characteristics:

1. They value the dignity and worth of the individual, his capacity for self-realization and his ability for purposeful interaction.
2. They assess, plan, implement and evaluate nursing care for people of all ages in a variety of settings.
3. They interpret and demonstrate nursing care to patients and their families, to associated personnel, and to members of their profession.
4. They assist individuals and families in identifying their health needs and collaborate with patients, families, and others in meeting these needs.
5. They identify principles from the behavioral, the natural and biological sciences, and the humanities and utilize these principles in the practice of professional nursing.
6. They demonstrate an awareness of the implications which social and physical forces have upon man and his environment.
7. They participate in planning and implementing community health programs.
8. They maintain interpersonal relationships based on an awareness of self and the knowledge that all behavior is meaningful.

9. They progress without further formal education to positions requiring beginning administrative skills.
10. They realize responsibility for growth as persons, as professional practitioners, and as contributing members of society.
11. They identify the role of the professional nurse and assume the responsibility for becoming a role model.
12. They develop an increasing capacity to bring about change for man's well-being through responsible leadership.
13. They utilize research findings selectively in the practice of professional nursing.

Students specializing in Nursing are advised to follow the recommended course of study on the following pages or to work out acceptable alternative programs with the Chairman of the Nursing Department. Students transferring to the College and who wish to specialize in Nursing must make individual arrangements with the Chairman of the Nursing Department regarding satisfaction of underclass requirements.

RECOMMENDED COURSE OF STUDY FOR MAJOR SPECIALIZATION IN NURSING (BACHELOR OF SCIENCE)

Uniform College Requirements	39-41
Nursing Specialization	57
Minor Area of Studies	18
Basic Course Requirements and Electives	9-15
	<hr/> 125-129

Freshman Year

Laboratory Science Requirement(CH 111-112- -General Chemistry) +	8
Area I (Government Requirement Elective; SO 101- -Introduction to Sociological Analysis, SO 201- -Social Anthropology, or SO 222- -Contemporary Social Problems)	6
Area II (Literature Elective)	3
Area III (EN 101--English Composition; Mathematics Elective)	6
History Elective	3
PS 101- -General Psychology	3
PS 163- -Development Psychology	3
PE 001-002- -Physical Education	0
	<hr/> 32

Sophomore Year

BI 223-224- -Anatomy and Physiology	8
BI 231- -Clinical Microbiology	4
Area II (Literature Elective)	3
History Elective	3
NU 201-202- -Nursing Science	9
Electives	6
	<hr/> 33

Junior Year

NU 301-302- -Nursing Science	24
Minor Electives	6-8
	<hr/> 30-32

Senior Year

NU 401-402- -Nursing Science	24
Minor Electives or Unrestricted Electives	6-8
	<hr/> 30-32

+Students electing a minor area of studies in the Natural Sciences will count BI 223-224- -Anatomy and Physiology for the Laboratory Science Requirement.

DEPARTMENTAL COURSE OFFERINGS:
NURSING (Course Prefix NU)

(FOR CLASSES OF 1972, 73, 74 ONLY)

NURSING I

- 201 This course introduces the student to those concepts and skills which are basic to nursing care. Concepts introduced in previous nursing courses are further developed. Selected clinical experiences under the direct supervision of faculty members constitute the basis for developing student competence in meeting the maintenance needs of the non-critically ill patient. Wheeler. 3 sh. (Fall)

NURSING II

- 202 This course, building upon the foundations of previous nursing courses, instructs students in identifying and ameliorating those psycho-social and physical problems which commonly occur in individuals regardless of medical diagnosis. Such problems as the effects of stress and disturbances in fluid balance, cellular oxygen supply, nutrition, and elimination are included. Prerequisite: NU 201. Wheeler. 5 sh. (Spring)

GROUP DYNAMICS I

- 261 Opportunities for adjusting to the professional nursing role are provided in this course through group exploration of the personal feelings and behaviors of students. Small group membership provides the occasion for examining the impact of personal behavior through group interaction and feedback. Barker. 1 sh. (Fall)

GROUP DYNAMICS II

- 262 A continuation of NU 261 (with emphasis upon sensitivity training and the sociological and psychological principles of T-Groups), the course examines the implications of group dynamics for the professional nursing role. Barker. 1 sh. (Spring)

NURSING III

- 301 This course examines the pathophysiology, medical regimen, and psycho-social aspects of the prevalent health problems which affect mankind. Attention is paid to the processes of nursing assessment and nursing intervention. Concurrent clinical laboratory experience provides the learner with an opportunity to transfer theory to practice, to develop technical skills and problem-solving ability, and to evaluate the effectiveness of selected nursing practices. Prerequisite: NU 202, BI 231, BI 224. Kelleher and McQuaid. 9 sh. (Fall, Spring)

NURSING IV

- 311 This course focuses on the nursing of families during child-bearing and child-rearing years. Promotion of health care and supervision is emphasized. Common problems and concerns of families are identified and nursing intervention is defined. Prerequisites: NU 202, PS 163, BI 231, BI 224. Recco. 12 sh. (Fall, Spring)

NURSING V

- 401 A study of the several aspects of psychiatric nursing care and the principles of public health nursing. Supervised clinical experiences provide opportunities for interaction with mentally disturbed patients, for conferences, clinics, and practice in the care of psychiatric patients, and for participation in voluntary visiting nurse agencies and public health services. Prerequisites: PS 272, NU 301, NU 311. Shallop. 12 sh. (Fall, Spring)

NURSING VI

- 411 Emphasis is on the leadership role of the nurse. Considers aspects of interpersonal relations, teaching, supervision, and hospital organization which is relevant to supervising auxiliary personnel. Clinical practice as a team leader and weekly seminars in group dynamics are included. Prerequisites: NU 301, NU 311. DiPietro. 6 sh. (Fall, Spring)

INDEPENDENT STUDY IN NURSING

- 412 An introduction to basic research techniques and their application to a nursing project and a study of nursing trends, legal responsibilities, professional organizations, and career and graduate study opportunities in nursing. Independent readings, clinical experience, and identification and resolution of a nursing problem in an area of student interest. Prerequisites: NU 401 or NU 411. Barker. 4 sh. (Fall, Spring)

(FOR CLASS OF 1975 AND FOLLOWING CLASSES)

NURSING SCIENCE I

- 201 Analyzes the role of the professional nurse as a team member contributing to the health and well-being of groups and individuals in a constantly changing society. Traces the impact of social forces and their influence on nursing practice. 3 sh. (Fall, 1972)

NURSING SCIENCE II

- 202 Learning experiences (theory and practice) that relate to the maintenance and improvement of health are presented, utilizing a growth and development focus. This is achieved through evaluation of the condition or environment of the patient and the patient's family and helping the family to deal with the physical, emotional, and social changes incident to childbearing. Emphases are on the family and patient in the distributive setting. 6 sh. (Spring, 1973)

NURSING SCIENCE III

- 301 Focuses on the nursing of families continuing the central theme of growth and development in the formative years. Promotion of health care and supervision are emphasized. Primary learning experiences are developed in episodic and/or distributive settings. 12 sh. (Fall, 1973)

NURSING SCIENCE IV

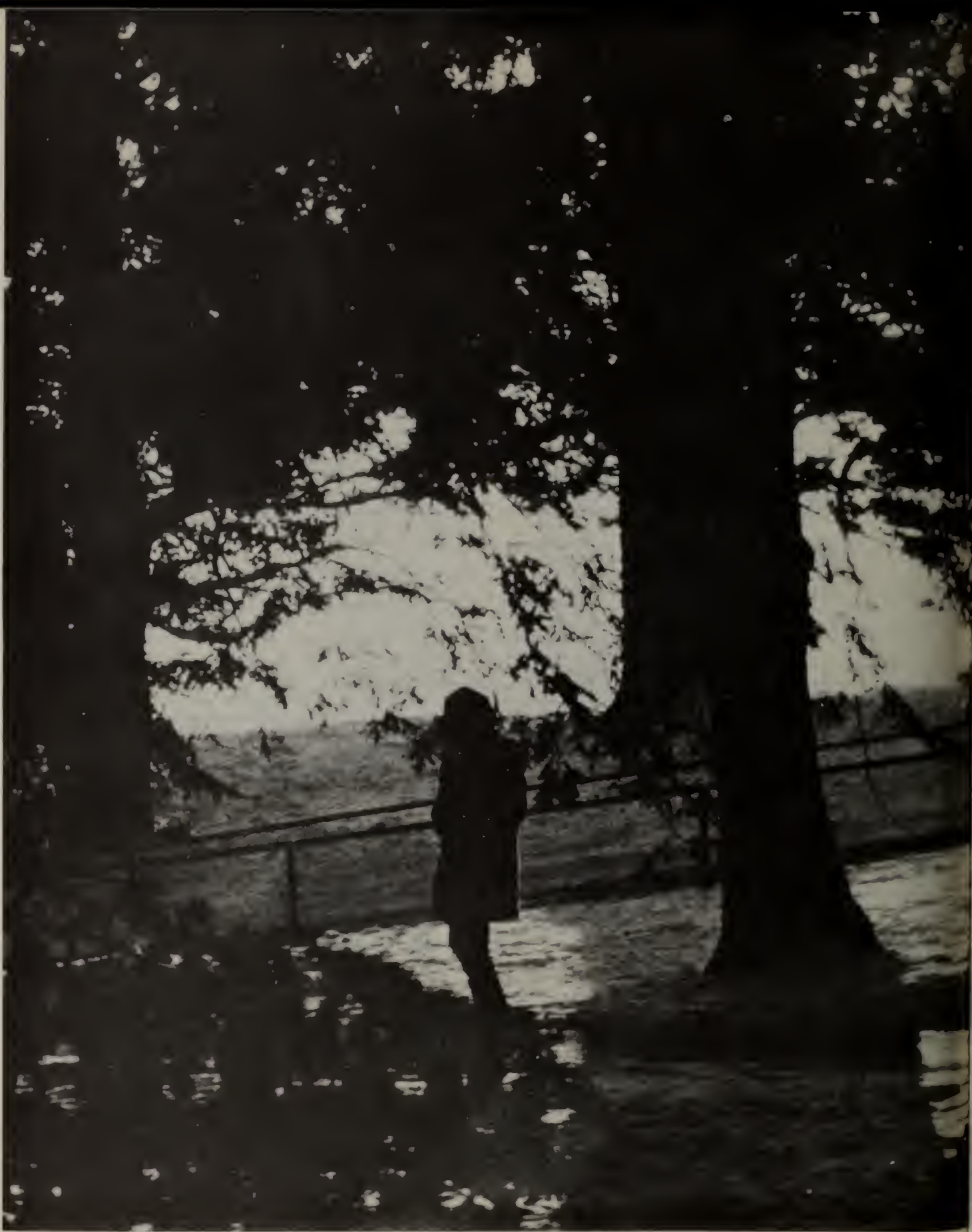
- 302 Continuation of the central theme of growth and development in the school-age child through late adolescence. Physical, psychological, and sociological problems of development are considered. 12 sh. (Spring, 1974)

NURSING SCIENCE V

- 401 Continuation of the central theme of growth and development during adulthood. Physical, psychological and sociological problems of the adult are considered in relation to the family and/or individual. 12 sh. (Fall, 1974)

NURSING SCIENCE VI

- 402 The leadership role of the nurse is explored through knowledge and understanding of the research process. The student selects a nursing problem for investigation in either an episodic or distributive setting. 12 sh. (Spring, 1975)



PHILOSOPHY

P. Christopher Smith, Chairman
Department of Philosophy

The Department of Philosophy offers a major concentration in Philosophy leading to the Bachelor of Arts degree and a supporting concentration in Philosophy for students who may arrange a second concentration. A concentration in Philosophy consists of 30-45 hours of course work selected in consultation with departmental advisors or with the Chairman of the Department. Although the Department does not specify particular course work for the concentration, it recommends that concentrators elect PH 202--Introductory Logic or PH 307--Philosophy of Language, two courses from the history of philosophy sequence (250 courses), two courses from the topical sequence (300 courses), two courses from the types of philosophy sequence (350 courses) and one advanced philosophy seminar. The sequence of courses should be designed in consultation with the student's advisor. Students who plan to go to graduate school are encouraged to take a second major in a cognate field, e.g. English, French, History, Mathematics, or Spanish.

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Students selecting an academic concentration in Philosophy and professional concentration in Elementary Education are advised to consult the "Recommended Course of Study for Elementary Education and Philosophy Concentrators" which appears in this catalogue under the Department of Education and to plan their programs accordingly.

A minor area of study in Philosophy consists of 18-24 hours of course work and should include PH 201--Introduction to Philosophy. Other course work to complete the required minimum of 18 hours should be selected in consultation with members of the Department, of which a minimum of 6 hours must be elected in courses numbered "300" or above.

Students concentrating in Philosophy are advised to follow the recommended course of study on the following pages or to work out acceptable alternative programs with their advisors or with the Chairman of the Department of Philosophy. Students transferring to the College and who wish to concentrate in Philosophy must make individual arrangements with the Chairman of the Department of Philosophy regarding satisfaction of underclass requirements.

**RECOMMENDED COURSE OF STUDY FOR PHILOSOPHY CONCENTRATORS
(BACHELOR OF ARTS)**

Uniform College Requirements	39
Concentration in Philosophy	30-45
Minor Subject or Second Concentration	18-30
Unrestricted Electives	6-33
	<hr/> 120

Freshman Year

EN 101- -English Composition	3
Laboratory Science Requirement (Science Electives)	6
Area I (Government Requirement Elective)	3
Area II (Literature Electives)	6
Area III (Foreign Language* or Symbolics Electives)	6
General Education Electives	6
PE 001-002- -Physical Education	0
	<hr/> 30

Sophomore Year

Area I (Behavioral or Social Science Elective)	3
Foreign Language* or General Education Electives)	6
PH 201- -Introduction to Philosophy	3
PH 202- -Introductory Logic	3
Unrestricted Electives	15
	<hr/> 30

* Cf. language requirement for the Bachelor of Arts degree. Students meeting the language requirement in whole or in part through means other than formal course work may elect courses of their choice.

Junior Year

PH 251- -Ancient Philosophy, and / or PH 252- -Medieval Philosophy, and / or PH 254- -Philosophy of the Enlightenment	6
Philosophy Electives (300 level or above)	9
Minor Subject Electives	9
Unrestricted Electives	6
	<u>30</u>

Senior Year

Philosophy Seminars	6
Minor Subject Electives	9-15
Philosophy Electives	9-12
Unrestricted Electives	<u>9-12</u>
	30

DEPARTMENTAL COURSE OFFERINGS:

PHILOSOPHY (Course Prefix PH)

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INTRODUCTION TO PHILOSOPHY

- 201 A survey of the basic problems of philosophy and the alternative solutions as represented in the thought of the more significant western philosophers. 3 sh. (Fall, Spring)

INTRODUCTORY LOGIC

- 202 A course in beginning logic which is designed to familiarize the student with the structure of reasoning and argumentation and the laws of thought. The development of a logical system will be supplemented with the discussion of various philosophical questions concerning the nature and status of logic. Alexander. 3 sh. (Fall, Spring)

ANCIENT PHILOSOPHY

- 251 A study of the development of Greek Philosophy. The texts discussed will be taken from the work of the pre-Socratics, Plato, Aristotle and Plotinus. Smith. 3 sh. (Fall)

MEDIEVAL PHILOSOPHY

- 252 The course will be a study of selected Medieval thinkers concentrating on the following areas: a) the problem of man and his nature, b) the nature and existence of God and the relation of faith and reason, c) the problem of the structure of the world. Reference will be made to general medieval culture, especially arts. Innis. 3 sh. (Spring)

PHILOSOPHY OF THE ENLIGHTENMENT

- 254 An historical analysis of the major philosophers of the seventeenth and eighteenth century with an emphasis on Hobbes, Descartes, Spinoza, Locke, Leibniz, Berkeley, Hume and Kant. Lyons. 3 sh. (Spring, 1972)

THEORY OF KNOWLEDGE

- 302 The course will be concerned with, among other things, a) the structure of knowing and the mental processes, b) the nature of thought and evidence, c) whether knowing is or can be "objective", d) the relations between language and thought. Innis. 3 sh. (Spring)

THEORY OF MORALS

- 303 An introductory examination of moral obligation, moral values, and the methods which are used to justify such considerations. 3 sh. (Fall)

PHILOSOPHY OF HISTORY

- 304 The course will be concerned with a) the nature of man as an historical being, b) the character of his knowledge, c) the objective structures of the historical process itself. The authors discussed and read will include Vico, Marx, Simmel, Weber, Durkheim, Mead, Berger. Innis. 3 sh. (Spring, 1973)

PHILOSOPHY OF RELIGION

- 305 The course will be concerned with both historical and systematic topics in philosophy of religion: a) the origin of the idea of God, b) the nature of religion and the types of religious experience, c) the nature of religious language, d) proofs for God's existence, e) God's relation to the world and history. Innis. 3 sh. (Fall)

PHILOSOPHY OF LANGUAGE

- 307 The course will treat, from a philosophical perspective, such topics as a) the origin of language, b) the structure and function

of language, c) the nature of symbols and language's relation to other symbols, d) the specific relations between language and thought and language and reality, e) the nature of meaning. The concern will be to construct a notion of language adequate to all its aspects. Innis. 3 sh. (Fall)

LAW AND MORALITY

- 308 A course dealing with various problems (307) concerning the nature of law and its relation to morality. H.L.A. Hart's "The Concept of Law" will be discussed. Subsequent readings will depend on the interest of the students. Alexander. 3 sh. (Spring)

POLITICAL THEORY: PLATO-MARCUSE

- 309 Revolutionary and conservative tendencies (308) in the history of political philosophy will be compared and their development traced. Plato, Aristotle, Hobbes, Locke, Rousseau, Hegel, Marx, Lenin, Burke and Marcuse will be considered. Smith. 3 sh. (Fall, 1971)

PHILOSOPHY AND RADICAL THEOLOGY

- 312 A study of the role played by Kierkegaard, Nietzsche, Heidegger, Buber, and Gadamer in the revolution in theological thinking in Germany. Bultmann, Tillich, Brunner, Bonnhoffer, and Ebeling will be considered, and the philosophical presuppositions of their thought brought to light. Smith. 3 sh. (Spring, 1972)

EXISTENTIAL PHENOMENOLOGY

- 314 The course will be devoted to a study of the central topics of existential phenomenology, the dominant philosophical tradition in the 20th Century European philosophy. It will treat a) the forms of consciousness as ways of existing, b) the existential nature of the human body, c) the forms of value and creativity, d) the relation of philosophy to the other human sciences (anthropology, psychology, sociology). The concern is to construct an adequate philosophical model of the human person. Innis. 3 sh. (Spring, 1972)

AMERICAN PHILOSOPHY

- 352 A historical analysis of the more significant American philosophers with an emphasis on the late nineteenth and early twentieth century developments as they relate to American culture. Lyons. 3 sh. (Spring)

EXISTENCE AND ANXIETY

- 353 A survey of existential philosophy and literature with reference to the traditional philosophy which existentialism calls into question. Kafka, Camus, Pascal, Buber, Kierkegaard, and Nietzsche will be discussed. P. Smith. 3 sh. (Fall, 1971)

GERMAN IDEALISM

- 354 The development of German Idealism will be traced and an attempt made to understand Hegel's thought as the logical outgrowth of the problems raised by Kant and Fichte. P. Smith. 3 sh. (Spring, 1972)

HEGEL

- 402 An explication of Hegel's *Phenomenology of Mind*. P. Smith. 3 sh. (Spring, 1973)

THE DIALOGUES OF THE LATER PLATO

- 404 A study of Plato's *Theatetus*, *Sophist*, *Philebus*, and *Timaeus*. The thought of the later Plato will be examined in contrast with his earlier position and in comparison to the philosophy of Aristotle. Prerequisite: PH 251 - Ancient Philosophy. P. Smith. 3 sh. (Spring, 1973)

SEMINAR ON JOHN DEWEY

- 405 An intensive examination of Dewey's major works with emphasis on *Reconstruction in Philosophy*, *Liberalism and Social Action*, *Freedom and Culture*, *Theory of the Moral Life*, *How We Think*, *Experience and Education*, and *Experience and Nature*. Lyons. 3 sh. (Fall, 1972)

NIETZSCHE'S ALSO SPRACH ZARATHUSTRA

- 451 Critical study and explication of *Also Sprach Zarathustra*. Open to students who have completed GM 252 or to students with a reading and speaking knowledge of German. P. Smith. 3 sh. (Fall, 1972)

GOETHE'S FAUST

- 452 A detailed study of *FAUST*. Open to students who have completed GM 252 or to students with a reading and speaking knowledge of German. P. Smith. 3 sh. (By demand)

KAFKA

- 453 A careful study of Kafka's *DER PROZESS*. Both secular and religious interpretations will be attempted. Open to students who have completed GM 252 or to students with a reading and speaking knowledge of German. P. Smith. 3 sh. (By demand)

THE POETRY OF R.M. RILKE

- 454 Critical study and explication of selections taken from Rilke's poetry, prose, and letters. Open only to students who have completed GM 252 or to students with a reading speaking knowledge of German. P. Smith. 3 sh. (By demand)

Special reference is made to FE 301 - Philosophy of Education, which may be credited to the Philosophy concentration.



PHYSICAL EDUCATION

Elizabeth Neilson, Chairman
Department of Physical Education

The Department of Physical Education provides basic course sequences in physical education, the aims of which are the development of an appreciation of the value of intelligent participation in motor activities and the maintenance of sound habits of physical activity. Physical Education programs for men and women are complemented by those activities sponsored by the Men's Athletic Association and the Women's Recreational Organization. In addition to the facilities of the College, the Department of Health and Physical Education also utilizes the physical education facilities of Lowell Technological Institute. The Department is interested in serving the individual needs of all students and whenever possible will make the College facilities available to individuals or groups for physical activities. Interested students should consult members of the Department for scheduling individual or intra-mural activities. A minimum of one year of required physical education must be completed by each student (subject to the exceptions specified by the Uniform College Requirements). Students are advised that graduation will be denied to those students who fail to satisfy the physical activities requirement by the end of their senior year.

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DEPARTMENTAL COURSE OFFERINGS: PHYSICAL EDUCATION (Course Prefix PE)

PHYSICAL EDUCATION FOR MEN I

- 001 Physical education for men is devoted to the attainment of physical fitness through gymnastics and team sports. Ciszek. No Credit. (Fall)

PHYSICAL EDUCATION FOR MEN II

- 002 This course provides increased loads of physical activities which center around body mechanics, tumbling, wrestling, weight-lifting, and team activities. Ciszek. No Credit. (Spring)

PHYSICAL EDUCATION FOR WOMEN I

- 001 This course seeks to develop organic vigor, agility, balance, flexibility, coordination, and efficient body movement through body conditioning exercises and team activities. Legault, Chamberlain. No Credit. (Fall)

PHYSICAL EDUCATION FOR WOMEN II

- 002 This course encourages daily regimen of activities through individual performance of various levels of physical fitness. A program of rhythms is offered with emphasis upon square dancing, folk dancing, and group activities. Chamberlain, Legault. No Credit. (Spring)



SCIENCE

Ethel Kamien, Chairman
Department of Science

The Department of Science offers a major concentration in Biology leading to Bachelor of Arts and Bachelor of Science degrees, a major specialization in Medical Technology leading to the Bachelor of Science degree, supporting concentrations in Chemistry and the Natural Sciences for Biology concentrators, and a supporting concentration in Earth Science for students who may arrange a second concentration. In addition to these major programs, the Department of Science also offers the following minor areas of study: Biology, Chemistry, Earth Science, Natural Sciences, and Science Education.

A major concentration in Biology consists of 39-45 semester hours in an established sequence of courses. A major specialization in Medical Technology consists of 59-60 semester hours of course work in Biology and Clinical Studies. The minimum course requirements for supporting concentrations in Chemistry and the Natural Sciences are respectively 32 and 30 semester hours and must be selected in accordance with the prescribed curricula for Biology concentrators which appear under recommended courses of study for the Bachelor of Science degree or developed through individual consultation with the Chairman of the Department.

Students who intend to concentrate in Biology and to teach in the secondary schools should undertake the Bachelor of Science degree program with a minor area of study in Science Education. Admission to the professional program in Science Education is by petition only. For further information concerning this program, consult the "Academic Policies Concerning Teacher-Education Programs" and the "Curriculum Requirements for Secondary Education Programs" which appear under the catalogue section for Education.

Students who intend to concentrate in Biology and to pursue biological studies in graduate school are advised to undertake the Bachelor of Science degree program with a supporting concentration in Chemistry. Students who are interested in combining a concentration in Biology with minor programs in the humanities or the social sciences should elect the Bachelor of Arts degree program.

Students concentrating in Biology are advised to follow the recommended courses of study on the following pages or to work out acceptable alternative programs with their faculty advisors or with the Chairman of the Science Department. Students transferring to the College and who wish to concentrate in Biology must make individual arrangements with the Chairman of the Science Department regarding satisfaction of underclass requirements.

A supporting concentration in Earth Science consists of 33 semester hours of course work exclusive of courses taken to satisfy the Laboratory Science Requirement of the College and distributed as follows,:

1. Required Survey Course

GL 201-202--General Geology	6
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2. Four courses selected from the following:

GL 301--Mineralogy	4
GL 302--Structural Geology	3
GL 312--Mineral Resources	3
GL 314--Hydrology	3
GL 401--Petrology	4
GL 403--Paleontology	4

3. One Course selected from the following:

BI 211--Ecology and the Environment	3
BI 215--Aquatic Biology	3
GE 234--Human Geography	3

4. Four courses selected from the following:

GL 303--Oceanography	3
PY 215--Astronomy I	3
PY 216--Astronomy II	3
PY 331--Meteorology	3

5. In addition to the above courses, concentrators in Earth Science are strongly advised to elect 6 semester hours of course work from the mathematics sequence MA 107-Introduction to Calculus, MA 201--Calculus I, and MA 202--

Calculus II; to select any one of the following sequences in fulfillment of the Laboratory Science Requirement; and to select any one of the other designated sequences for a basic science foundation.

BI 105-106--Principles of Biology and	8
BI 107-108--Principles of Biology Laboratory	8

CH 121-122--Principles of Chemistry and	
CH 127-128--Principles of Chemistry Laboratory	8

PY 201-202--Principles of Physics	8
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Students selecting an academic concentration in Earth Science and a professional concentration in Elementary Education are advised to consult the "Recommended Course of Study for Elementary Education and Earth Science Concentrators" which appears in this catalogue under the Department of Education and to plan their programs accordingly.

Students interested in the Medical Technology program pursue a core program of studies in the sciences which is required of all Biology concentrators during their freshman and sophomore years. Such students are advised, however, that admission to baccalaureate study at the College does not guarantee admission to the year of clinical training in an approved hospital school of medical technology. As a prerequisite for admission to the year of clinical training, a student must have completed with a grade-point average of 2.00 or better the prescribed courses in Biology and Chemistry.

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Formal application for admission to the program in Medical Technology must be made by the student in a letter of application to Dr. Joseph Farina, the Director of Medical Technology, prior to the end of the junior year. Such application should set forth the student's reasons for seeking admission to the program, should include a summary of his clinical experiences, and should specify any other pertinent information which may be useful in evaluating his motivation and commitment to the medical technology profession.

Transfer students should declare their intention of applying for the professional program in Medical Technology at the time of their application to the College and should file a letter of intent with the Director of Medical Technology in accordance with the above directions and prior to the end of the academic year preceding their admission to the College.

After completion of all prerequisite courses and after approval of his formal application, the student will be granted permission to begin his internship in an approved hospital school of medical technology, such internship beginning during the June following his junior year and continuing through the following May. During this internship, the student will receive both theoretical and practical laboratory training in such areas as hematology, histology, parasitology, microbiology, clinical chemistry, and blood bank. Theoretical and practical laboratory training will consist of four ninety minute lectures per week with a formal laboratory program.

Grades for the clinical internship will be submitted by the affiliated hospital staff to the College in January and in June. Members of the Science Department will consult with the hospital school instructors periodically concerning the progress of each student throughout his internship.

Students in the junior year who decide not to undertake the clinical internship will find it possible to transfer to non-teaching Biology programs without extension of their normal four-year period of study.

Minor areas of study consist of 18-24 semester hours of course work and must be developed in accordance with the following recommendations or requirements.

1. Minor in Biology

A minor in Biology consists of 18 hours of courses exclusive of any course work taken to satisfy the Laboratory Science Requirement of the College. Any Biology course offered by the Department may be elected for the minor provided that prerequisites as stated in the catalogue are satisfied. A minimum of 6 semester hours of Biology courses must be elected on or above the 300 level.

2. Minor in Chemistry

A minor in Chemistry consists of 24 semester hours of course work exclusive of any course work taken to satisfy the Laboratory Science Requirement of the College. All course prerequisites as stated in the catalogue must be satisfied. The required courses for the Chemistry minor is as follows:

CH 121-122--Principles of Chemistry	6
CH 127-128--Principles of Chemistry Laboratory	2
CH 201-202--Organic Chemistry	6
CH 207-208--Organic Chemistry Laboratory	2

An additional 8 semester hours must be elected from the following courses:

CH 321--Biochemistry	4
CH 323--Analytical Chemistry	4
CH 361--Physical Chemistry I and CH 367--Physical Chemistry Laboratory I	4
CH 362--Physical Chemistry II and CH 368--Physical Chemistry Laboratory II	4

3. Minor in Earth Science

A minor in Earth Science consists of 18-24 semester hours of course work exclusive of courses taken to satisfy the Laboratory Science Requirement of the College and distributed as follows:

a. Required Survey Course

GL 201-202--General Geology	6
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b. Two courses selected from the following:

GL 301--Mineralogy	4
GL 302--Structural Geology	3
GL 312--Mineral Resources	3
GL 314--Hydrology	3
GL 401--Petrology	4
GL 403--Paleontology	4

- c. Two additional courses selected from "b" above or two courses from the following:

BI 211--Ecology and the Environment	3
BI 215--Aquatic Biology	3
GE 234--Human Geography	3
GL 303--Oceanography	3
PY 215--Astronomy I	3
PY 216--Astronomy II	3
PY 331--Meteorology	3

4. Minor in Natural Sciences

A minor in Natural Sciences consists of a minimum of 18 semester hours of course work exclusive of any courses taken to satisfy the Laboratory Science Requirement of the College and distributed as follows:

- a. Course work must be elected in three of the following sciences: Biology, Chemistry, Geology, Physical Science.
- b. A minimum of three courses must be taken in one of the sciences, two courses in a second science, and one course in a third science.
- c. A minimum of 6 semester hours must be taken on or above the 300 course level.
- d. Any specified prerequisite for a course selected for the minor must be satisfied prior to its election.

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In selecting course work offered by the Department of Science, all students should note that credit may not be granted for courses which cover the same basic content. Specifically, credit may not be granted for more than one course in the following course groupings:

BI 101 and 105; BI 102 and 106; BI 211 and 311; PY 101, 103, and 201; PY 104 and 202; PY 102, CH 111, and CH 121; CH 112 and 201.

**RECOMMENDED COURSE OF STUDY FOR BIOLOGY CONCENTRATORS
WITH A SECONDARY EDUCATION MINOR IN SCIENCE EDUCATION
(BACHELOR OF SCIENCE)**

Uniform College Requirements	41
Biology Concentration	41
Chemistry	16-24
Science Education	21-24
Unrestricted Electives	0- 6
	<hr/> 122-127

I Basic Underclass Program for Biology Concentrators

Freshman Year

EN 101--English Composition	3
Literature Elective	3
BI 105-106--Principles of Biology	6
BI 107-108--Principles of Biology Laboratory	2
CH 121-122--Principles of Chemistry	6
CH 127-128--Principles of Chemistry Laboratory	2
Area III (MA 107--Introduction to Calculus or MA 201--Calculus I; MA 202--Calculus II)	6
Area I (PS 162--Adolescent Development or PS 163--Developmental Psychology)	3
PE 001-002--Physical Education	0
	<hr/> 31

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Sophomore Year

BI 233--Development Biology	3
BI 235--Developmental Biology Laboratory	1
BI 234--Cell Biology	4
CH 201-202--Organic Chemistry	6
CH 207-208--Organic Chemistry Laboratory	2
PY 201-202--Principles of Physics	8
Area II (History Electives)	6
	<hr/> 30

II Secondary Education Program in Biology

Junior Year

BI 311--Principles of Ecology	4
BI 321--General Physiology	4
BI 332--Genetics	2
BI 334--Genetics Laboratory	1
BI 301-302--Biology Practicum	2
FE 301--Philosophy of Education or FE 302--Philosophical and Moral Issues in Education	3
FE 322--Educational Psychology	3
FE 326--Sociology of Education or FE 327--Sociology of the Urban School Community	3
Area I (Government Requirement Elective)	3
Chemistry Minor Courses* or Electives+	6-8
	<hr/> 31-33

* Students wishing to develop a minor area of study in Chemistry may elect one or two of the odd numbered courses of the two following sequences or they may elect both courses of one of the two sequences. CH 321--Biochemistry is especially recommended for prospective Biology teachers:

CH 321--Biochemistry and
CH 323--Analytical Chemistry

CH 361--Physical Chemistry I with
CH 367--Physical Chemistry Laboratory I and
CH 362--Physical Chemistry II with
CH 368--Physical Chemistry Laboratory II

+Students who do not elect chemistry courses are advised to complete during their junior year at least 6 semester hours of the remaining courses which are required by the Additional General Education Requirements.

Senior Year

BI 409--History of Biology	2
BI 419--Principles of Evolution	2
BI 422--Plant Physiology	4
BI 432--General Microbiology	4
SE 383--Curriculum and Teaching of Biology in the Secondary School	4
SE 483--Apprentice Teaching of Biology in the Secondary School	8
General Education Courses or Electives *	3-6
Literature Elective	3
	<hr/> 30-33

*FE 311--Measurement and Evaluation is recommended.

RECOMMENDED COURSES OF STUDY FOR BIOLOGY CONCENTRATORS WITH A MINOR IN RELATED SCIENCES OR MATHEMATICS OR A SUP- PORTING CONCENTRATION IN RELATED SCIENCES (BACHELOR OF SCIENCE)

	Minor Area of Study Options				Concentration Options	
	Chemistry	Earth Science	Mathematics	Natural Sciences	Chemistry	Natural Sciences
Uniform College						
Requirements	41	41	41	41	41	41
Biology Concentration	39- 41	39- 41	39- 41	39- 41	39- 41	39- 41
Required Related Sciences		16	16			
Minor or Concentration						
Option	24	18- 20	18	22	32	30- 34
Unrestricted Electives	15- 18	3- 6	6	18	6- 9	6- 12
	<hr/> 121-122	<hr/> 121-122	<hr/> 120-122	<hr/> 120-122	<hr/> 120-121	<hr/> 122-125

I Basic Underclass Program for Biology Concentrators

Freshman Year

EN 101--English Composition	3
Literature Elective	3
BI 105-106--Principles of Biology	6
BI 107-108--Principles of Biology Laboratory	2
CH 121-122--Principles of Chemistry *	6
CH 127-128--Principles of Chemistry Laboratory*	2
Area III (MA 107--Introduction to Calculus or MA 201--Calculus I, and MA 202--CalculusII) #	6
Area I (Behavioral or Social Science Elective)	3
PE 001-002--Physical Education	0
	<u>31</u>

Sophomore Year

BI 233--Developmental Biology	3
BI 235--Developmental Biology Laboratory	1
BI 234--Cell Biology	4
CH 201-202--Organic Chemistry + *	6
CH 207-208--Organic Chemistry Laboratory + *	2
PY 201-202--Principles of Physics +	8
Area II (History Electives)	6
	<u>30</u>

+Courses marked with a "+" may be counted for the Natural Sciences minor or supporting concentration.

Courses marked with a "" may be counted for the Chemistry minor or supporting concentration.

*Students electing the Mathematics minor may not count these courses for the Area III Requirement, but EN 101--English Composition may be credited to this area.

II Upperclass Program for Biology Concentrators with Minor or Supporting Concentration in Chemistry

Junior Year

BI 311--Principles of Ecology	4
BI 321--General Physiology	4
BI 332--Genetics	2
BI 334--Genetics Laboratory	1
BI 301-302--Biology Practicum	0-2
Chemistry *	8
Literature Elective	3
General Education Electives	6
Unrestricted Elective	0-3
	<u>30-31</u>

Senior Year

BI 409--History of Biology	2
BI 419--Principles of Evolution	2
BI 422--Plant Physiology	4
BI 432--General Microbiology	4
Chemistry * or Unrestricted Electives	6-8
Area I (Government Requirement Elective)	3
Unrestricted Electives	6-9
	<u>29-30</u>

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*Students wishing to develop a minor area of study in Chemistry may elect one or two of the odd numbered courses of the two following sequences or they may elect both courses of one of the two sequences. Students selecting a second concentration in Chemistry select one of the two sequences in the junior year and the second in the senior year.

CH 321--Biochemistry and CH 323--Analytical Chemistry

CH 361--Physical Chemistry I with CH 367--Physical Chem. Lab. I and CH 362--Phys. Chem. II with CH 368--Phys. Chem. Lab. II.

III Upperclass Program for Biology Concentrators with Minor in Earth Science

Junior Year

BI 311--Principles of Ecology	4
BI 321--General Physiology	4
BI 332--Genetics	2
BI 334--Genetics Laboratory	1
BI 301-302--Biology Practicum	0-2
GL 201-202--General Geology	6
Geology Elective +	3-4
General Education Electives	6
Literature Elective	3
	<hr/>
	29-32

Senior Year

BI 409--History of Biology	2
BI 419--Principles of Evolution	2
BI 422--Plant Physiology	4
BI 432--General Microbiology	4
Geology Electives (GE 234--Human Geography, PY 215-216--Astronomy, PY 331--Meteorology, and / or courses of the GL 301-403 sequence) +	9-10
Area I (Government Requirement Elective)	3
Unrestricted Electives	3-6
	<hr/>
	28-30

+ At least 6 sh must be elected in course work on or above the 300 level.

IV Upperclass Program for Biology Concentrators with a Minor in Mathematics

Junior Year

BI 311--Principles of Ecology	4
BI 321--General Physiology	4
BI 332--Genetics	2
BI 334--Genetics Laboratory	1
BI 301-302--Biology Practicum	0-2
Mathematics Electives	6
Literature Elective	3
Area III (EN 221, 223, 224; PH 202, 307)	3
General Education Electives	6
	<u>29-31</u>

Senior Year

BI 409--History of Biology	2
BI 419--Principles of Evolution	2
BI 422--Plant Physiology	4
BI 432--General Microbiology	4
Mathematics Electives +	6
Area I (Government Requirement Elective)	3
General Education Elective	3
Unrestricted Electives	6
	<u>30</u>

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+ A minimum of 6 semester hours must be elected on or above the 300 level.

V Upperclass Program for Biology Concentrators with Minor or Supporting Concentration in the Natural Sciences

Junior Year

BI 311--Principles of Ecology	4
BI 321--General Physiology	4
BI 332--Genetics	2
BI 334--Genetics Laboratory	1
BI 301-302--Biology Practicum	0-2
GL 201-202--General Geology	6
Science Elective* or Unrestricted Elective	3-4
General Education Electives	6
Literature Elective	3
	<u>29-32</u>

Senior Year

BI 409--History of Biology	2
BI 419--Principles of Evolution	2
BI 422--Plant Physiology	4
BI 432--General Microbiology	4
Science Elective(s) * or Unrestricted Electives	4-8
Area I (Government Requirement Elective)	3
Unrestricted Electives	6-12
	<u>29-32</u>

*Students electing the supporting concentration in the Natural Sciences select Chemistry, Geology, and / or Physical Science courses, 6 semester hours of which must be on or above the 300 level.

**RECOMMENDED COURSE OF STUDY FOR BIOLOGY CONCENTRATORS
WITH AN ELECTIVE NON-SCIENCE MINOR (BACHELOR OF ARTS)**

Uniform College Requirements	41
Biology Concentration	39-41
Chemistry	16
Minor Electives	<u>18-24</u>
	120

Freshman Year

EN 101--English Composition	3
Literature Elective	3
BI 105-106--Principles of Biology	6
BI 107-108--Principles of Biology Laboratory	2
CH 121-122--Principles of Chemistry	6
CH 127-128--Principles of Chemistry Laboratory	2
Area III (MA 107--Introduction to Calculus or MA 201--Calculus I; MA 202--Calculus II)	6
Area I (Behavioral or Social Science Elective)	3
PE 001-002--Physical Education	<u>0</u>
	31

Sophomore Year

BI 233--Developmental Biology	3
BI 235--Developmental Biology Laboratory	1
BI 234--Cell Biology	4
CH 201-202--Organic Chemistry	6
CH 207-208--Organic Chemistry Laboratory	2
PY 201-202--Principles of Physics	8
Foreign Language Elective* or Minor Area of Study Electives	<u>6</u>
	30

*Cf. language requirement for the Bachelor of Arts. Students meeting the language requirement in whole or in part through means other than formal course work may elect courses as noted.

Junior Year

BI 311--Principles of Ecology	4
BI 321--General Physiology	4
BI 332--Genetics	2
BI 334--Genetics Laboratory	1
BI 301-302--Biology Practicum	0-2
Foreign Language Electives* or General Education Electives	6
Minor Area of Study Electives	9
Literature Elective	3
	<u>29-31</u>

*Cf. language requirement for the Bachelor of Arts. Students meeting the language requirement in whole or in part through means other than formal course work may elect courses as noted.

Senior Year

BI 409-- History of Biology	2
BI 419--Principles of Evolution	2
BI 422--Plant Physiology	4
BI 432--General Microbiology	4
Area II (History Electives+)	6
Area I (Government Requirement Elective)	3
Minor Area of Study Electives	9
	<u>30</u>

+A student selecting History as a minor area of study must select those Art, English, Music, or Philosophy courses which are listed under Area II.

**RECOMMENDED COURSE OF STUDY FOR MEDICAL TECHNOLOGY
SPECIALIZATION (BACHELOR OF SCIENCE)**

Uniform College Requirements	41
Specialization in Medical Technology	
Biology	27-28
Clinical Internship	32
Chemistry Minor	24
	<u>124-125</u>

Freshman Year

EN 101--English Composition	3
Literature Elective	3
BI 105-106--Principles of Biology	6
BI 107-108--Principles of Biology Laboratory	2
CH 121-122--Principles of Chemistry	6
CH 127-128--Principles of Chemistry Laboratory	2
Area III (MA 107-Introduction to Calculus or MA 201--Calculus; MA 202--Calculus II)	6
Area I (Behavioral or Social Science Elective)	3
PE 001-002--Physical Education	<u>0</u>
	31

Sophomore Year

BI 233-Developmental Biology	3
BI 235-Developmental Biology Laboratory	1
BI 234--Cell Biology	4
CH 201-202--Organic Chemistry	6
CH 207-208--Organic Chemistry Laboratory	2
PY 201-202--Principles of Physics	8
Area II (History Electives)	6
Literature Elective	<u>3</u>
	33

Junior Year

BI 324--Human Physiology	4
BI 432--General Microbiology	4
Biology Elective (BI 311--Principles of Ecology I BI 332-334--Genetics, or BI 422--Plant Physiology)	3-4
CH 321--Biochemistry	4
CH 323--Analytical Chemistry or CH 361--Physical Chemistry I with CH 367--Physical Chemistry Laboratory I	4
General Education Electives	6
Area I (Government Requirement Elective)	3
	<hr/> 28-29

Senior Year

MT 401-402--Clinical Internship	32
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DEPARTMENTAL COURSE OFFERINGS: I BIOLOGY (Course Prefix BI)

GENERAL BIOLOGY I

- 101 Biological concepts with emphasis on those broad theories which have contributed to the development of biology as a science. Two lectures per week. Corequisite: BI 103. Biology staff. 2 sh. (Fall)

GENERAL BIOLOGY II

- 102 Continuation of BI 101, with application of the principles to such fields as physiology, development and evolution. Two lectures per week. Corequisite: BI 104. Biology staff. 2 sh. (Spring)

GENERAL BIOLOGY LABORATORY I

- 103 Laboratory work associated with BI 101. One two hour lab per week. Corequisite: BI 101. 1 sh. (Fall)

GENERAL BIOLOGY LABORATORY II

- 104 Laboratory work associated with BI 102. One two hour lab. per week. Corequisite: BI 102. 1 sh. (Spring)

PRINCIPLES OF BIOLOGY I

- 105 Fundamental principles of biology which emphasize the unity and diversity of living organisms. Three lectures per week. Corequisite: BI 107. Protopapas. 3 sh. (Fall)

PRINCIPLES OF BIOLOGY II

- 106 Continuation of an inquiry into the fundamental principles of biological relationships of living organisms: their structure, function, growth, differentiation, reproduction and relation to their environment. Three lectures per week. Corequisite: BI 108. Protopapas. 3 sh. (Spring)

PRINCIPLES OF BIOLOGY LABORATORY I

- 107 Laboratory work associated with BI 105. One three hour lab. per week. Corequisite: BI 105. 1 sh. (Fall)

PRINCIPLES OF BIOLOGY LABORATORY II

- 108 Laboratory work associated with BI 106. One three hour lab. per week. Corequisite: BI 106. 1 sh. (Spring)

BIOLOGY OF THE INVERTEBRATES

- 201 A comparative study of selected invertebrate groups in terms of basic structure and function. Prerequisite: BI 102 or 106. Shepherd. 4 sh. (Fall, 1971)

ECOLOGY AND THE ENVIRONMENT

- 211 A study of local environmental areas with emphasis on the types and interdependencies of the constituent organisms, including man. Field trips, directed reading and group discussions are an integral part of the course. Prerequisite: BI 102. Lyon. 3 sh. (Fall, 1972)

ELEMENTS OF EVOLUTION

- 214 An introduction to the evidences and processes of evolution. Lee. 3 sh. (Spring, 1973)

AQUATIC BIOLOGY

- 215 An introduction to the physical and biological factors in aquatic environment. Emphasis is on the flora and fauna of New England. Hinckley. 3 sh. (Fall, 1971)

NUTRITION

- 221 The biochemistry of food - the chemical constitution of food stuffs and the metabolic processes which accompany the digestion, absorption, and biosynthesis of the fundamental molecules of living tissue. Prerequisite: CH 112 or equivalent. Also offered as CH 221. 3 sh. (Fall, 1971)

PHYSIOLOGIC INSTRUMENTATION

- 222 A course designed to present a broad spectrum of mammalian physiology as well as basic and applied electronics. Fundamental principles will be discussed as a basis for understanding the interrelationship of the various systems in man. For students in the geological and physical sciences. Farina. 3 sh. (Spring, 1972)

ANATOMY AND PHYSIOLOGY I

- 223 A study of the human organism, relating structure and function. Among the topics treated are cytology, histology, circulation, respiration, digestion, metabolism, and excretion. Prerequisite: BI 102. Farina, Shephers. 4 sh. (Fall)

ANATOMY AND PHYSIOLOGY II

- 224 Continuation of BI 223. This portion of the course includes a study of the skeletal, muscular, nervous, endocrine and reproductive systems of man. Prerequisite: BI 223. Farina, Shepherd. 4 sh. (Spring)

COMPARATIVE VERTEBRATE ANATOMY

- 226 A study of the basic similarities and differences of organ systems in the vertebrates, with reference to the fields of embryology, histology, and paleontology. Representative vertebrates are studied in the laboratory. Prerequisite: BI 102 or 106. Shephers. 4 sh. (Spring, 1972)

HISTOLOGY

- 228 An introduction to the microscopic structure of animal tissue with emphasis upon human histology. Laboratory investigation is an integral part of the course. Shepherd. 4 sh. (Spring, 1972)

CLINICAL MICROBIOLOGY

- 231 The isolation, cultivation, and identification of micro-organisms of medical importance to man. Prerequisite: BI 102. Lam. 3 sh. (Fall, Spring, 1972)

DEVELOPMENTAL BIOLOGY

- 233 Embryology is presented as a single science, integrating morphological and experimental physiological approaches for an understanding of the ontogenetic development of organisms. An introduction to the molecular biology of development is also presented. Three lectures per week. Corequisite: BI 235. Prerequisite: BI 106. Protopoulos. 3 sh. (Fall)

DEVELOPMENTAL BIOLOGY LABORATORY

- 235 Laboratory work associated with BI 233. One three hour lab. per week. Corequisite: BI 233. 1 sh. (Fall)

CELL BIOLOGY

- 234 A study of the structure and function of living matter at the cellular level of organization. Both biological statics and dynamics are considered with an emphasis on the control systems involved with chemical energy transformation, membrane phenomena, and protein synthesis. Prerequisites: BI 106 and concurrent enrollment in CH 202 and PY 202. Osmolski. 4 sh. (Spring)

LABORATORY PRACTICUM I

- 301 Through observation, preparation of material, and presentation of demonstrations in BI 101 laboratories, the student becomes familiar with the materials and teaching-learning situations in the biological sciences. Hinckley and Biology Staff. 1 sh. (Fall)

LABORATORY PRACTICUM II

- 302 A continuation of BI 301, with the students assigned to the BI 102 laboratories. Hinckley and Biology Staff. 1 sh. (Spring)

PRINCIPLES OF ECOLOGY

- 311 A study of the interrelationships of organisms with their environment accompanied by field work, independent projects, and discussions of current activities in ecology and conservation. Prerequisite: BI 106. Lyon. 4 sh. (Fall)

GENERAL AND COMPARATIVE PHYSIOLOGY

- 321 A course which seeks to investigate, describe and systematize a variety of basic mechanisms of the animal and plant kingdoms and to establish the general principles of functional mechanisms that underlie the life processes of all organisms. Prerequisites: CH 202 and PY 202. Farina. 4 sh. (Fall)

GENETICS

- 332 A study of genetic principles and transmission of hereditary traits. Two lectures per week. Corequisite: BI 334, Prerequisite: CH 202. Osmolski. 2 sh. (Spring)

GENETICS LABORATORY

- 334 Laboratory work associated with BI 332. One three hour lab. per week. Corequisite: BI 332. 1 sh. (Spring)

HISTORY OF BIOLOGY

- 409 Selected topics in biology will be treated in depth through directed readings, discussions, and student reports. Prerequisite: Senior Science Status. Protopapas. 2 sh. (Fall)

HUMAN ECOLOGY

- 412 A course designed to reveal the increasing problems of overpopulation in regard to environmental deterioration, living space, limits of natural resources and the adverse effects of man's careless destruction and alteration of the environment. Some laboratory techniques will be utilized in pollution determinations. Prerequisite: BI 101 - 102. Lyon. 3 sh. (Spring)

PRINCIPLES OF EVOLUTION

- 419 A study of the concepts and mechanisms of evolution. Lee. 2 sh. (Fall)

PLANT PHYSIOLOGY

- 422 A critical study of the physiological processes which occur in living plants, with emphasis on the angiosperms. Topics emphasized are growth and development, water relations, mineral nutrition, respiration, photosynthesis, and nitrogen metabolism. Prerequisite: CH 202. Kamien. 4 sh. (Spring)

GENERAL MICROBIOLOGY

432. The morphology, development, and physiology of bacteria and other microorganisms. Emphasis is on such fundamental techniques as isolation, cultivation and observation. Prerequisite: CH 202. Lam. 4 sh. (Spring)

II CHEMISTRY (Course Prefix CH)

GENERAL CHEMISTRY I

- 111 A survey of the principles of inorganic chemistry. The structure of matter, the quantitative aspects of chemical reactions, and solution chemistry, including acid-base theory and equilibrium. Chemistry Staff. 4 sh. (Fall)

GENERAL CHEMISTRY II

- 112 A survey of the basic principles of organic chemistry and biochemistry, with carbohydrate metabolism treated in detail. Prerequisite: CH 111 or permission of instructor. Students planning to concentrate in the sciences or to specialize in medical technology should take CH 122. Chemistry Staff. 4 sh (Spring)

PRINCIPLES OF CHEMISTRY I

- 121 Presentation of chemistry as a quantitative experimental science, developing basic chemical concepts and their mathematical relationships. Corequisite: CH 127. Chemistry Staff. 3 sh. (Fall)

PRINCIPLES OF CHEMISTRY II

- 122 A continuation of CH 121. Prerequisite: CH 121, or CH 111 with permission of instructor. Corequisite: CH 128. Chemistry Staff. 3 sh. (Spring)

PRINCIPLES OF CHEMISTRY LABORATORY I

- 127 The basic laboratory skills of quantitative analysis. Corequisite: CH 121 Chemistry Staff. 1 sh. (Fall)

PRINCIPLES OF CHEMISTRY LABORATORY II

- 128 Systematic qualitative analysis of inorganic compounds with emphasis on the theory of equilibrium and semi-micro laboratory technique, and a continuation of quantitative techniques. Prerequisite: CH 127. Corequisite: CH 122. Chemistry Staff. 1 sh. (Spring)

ORGANIC CHEMISTRY I

- 201 The basic principles and reactions which characterize the behavior of carbon compounds, with emphasis on broad aspects of theory by which the facts of organic chemistry can be deduced. Prerequisite: CH 122. Corequisite: CH 207. Tanner. 3 sh. (Fall)

ORGANIC CHEMISTRY II

- 202 A continuation of CH 201. Prerequisite: CH 201. Corequisite: CH 208. Tanner. 3 sh. (Spring)

ORGANIC CHEMISTRY LABORATORY I

- 207 Techniques, skills, and heuristic approaches involved in the synthesis, purification, and identification of organic compounds. Prerequisite: CH 122. Corequisite: CH 201. Tanner. 1 sh. (Fall)

ORGANIC CHEMISTRY LABORATORY II

- 208 A continuation of CH 207. Prerequisite: CH 207. Corequisite: CH 202. Tanner. 1 sh. (Spring)

NUTRITION

- 221 The biochemistry of food - the chemical (211) constitution of food stuffs and the metabolic processes which accompany digestion, absorption, and biosynthesis of the fundamental molecules of living tissue. Prerequisite: CH 112 or equivalent. Also offered as BI 221. 3 sh. (Fall, 1971)

ANALYTICAL CHEMISTRY

- 323 The theories and application of classical and instrumental methods of analysis. Prerequisites: PY 202, MA 201, CH 122, CH 128. Two lectures and six hours of laboratory per week. Hilton 4 sh. (Fall, 1971)

BIOCHEMISTRY

- 324 The chemical constitution, function, and interrelationship of the molecules of living organisms will be considered with emphasis on the principles of molecular biology. Prerequisite: CH 202. 4 sh. (Spring, 1973)

LABORATORY PRACTICUM I

- 331 Assisting in the design, implementation, and instruction in the chemistry laboratories. With permission of the instructor. Chemistry Staff. 1 sh. (Fall)

LABORATORY PRACTICUM II

- 332 A continuation of CH 331 with permission of the instructor. Chemistry Staff. 1sh. (Spring)

PHYSICAL CHEMISTRY I

- 361 A study of the laws governing physical and chemical changes. Included are thermodynamics, thermochemistry, properties of solutions, chemical and phase change equilibria and kinetics. Prerequisites: PY 202, MA 202, CH 122, CH 128. Corequisite: CH 367. 3 sh. (Fall, 1972)

PHYSICAL CHEMISTRY II

- 362 A continuation of CH 361. Electrochemistry, quantum theory, molecular structure, spectroscopy and surface chemistry. Prerequisite: CH 368. 3 sh. (Spring, 1973)

PHYSICAL CHEMISTRY LABORATORY I

- 367 Experiments illustrating the principles discussed in CH 361. Prerequisites: PY 202, MA 202, CH 122, CH 128. Corequisite: CH 361. 1 sh. (Fall, 1972)

PHYSICAL CHEMISTRY LABORATORY II

- 368 A continuation of CH 367, illustrating the principles in CH 362. Prerequisites: CH 361, CH 367. Corequisite: CH 362. 1 sh. (Spring, 1973)

III GEOLOGY (Course Prefix GL)

GENERAL GEOLOGY I

- 201 A study of the Earth with emphasis on (PY earth materials, earth structure (crustal and internal), earth history, and the development of life. Gives the general student an understanding of the dynamic Earth and provides a foundation for advanced work. Two hours of lecture, two hours of lab. and field work. Geology staff. 3 sh. (Fall)

GENERAL GEOLOGY II

- 202 A continuation of GL 201, with emphasis on the surface of the Earth and landform development. Includes special topics introducing the student to recent geological research and applied geological knowledge. Designed for the general and continuing student. Two hours of lecture, two hours of lab. and field work. Prerequisite: GL 201. Geology staff. 3 sh. (Spring)

MINERALOGY

- 301 An introduction to mineral identification and mineral structure with emphasis on laboratory determination. The course will examine the physical, chemical, and optical properties of minerals. Geology staff. 4 sh. (Fall, 1972)

STRUCTURAL GEOLOGY

- 302 An analysis of crustal deformation through detailed study of geologic structures. Response of geologic materials to stress, field techniques, tectonic principles, three-dimensional analysis. Prerequisite: GL 201. Geology staff. 3 sh. (Spring, 1973)

OCEANOGRAPHY

- 303 An integrated approach to physical oceanography and submarine geology. Environmental processes and sediments of shorelines, marine continental margins, and ocean basins. Topography, structure, origin, and history of ocean basins with reference to tectonic relationships between ocean basins and continents. Chemistry and circulation patterns of oceanic waters. Three hours of lecture. Prerequisite: GL 202. Geology staff. 3 sh. (Fall, 1972)

MINERAL RESOURCES

- 312 Man's utilization and dependence upon mineral resources: their nature, occurrence, distribution, and availability; political and economic aspects; mineral resources and the natural environment. Three hours of lecture. Prerequisite: GL 202. Geology staff. 3 sh. (Spring, 1973)

HYDROLOGY

- 314 A study of the occurrence, distribution, and use of the fresh waters of the Earth. The study includes surface water and its role in erosion, underground water, methods of

measurement. Special emphasis on the geologic aspects of hydrology. O'Brien. 3 sh. (Spring, 1973)

PETROLOGY

- 401 Composition, classification, and origin of igneous, sedimentary, and metamorphic rocks. Emphasis will be on hand specimen identification and use of rock textures and compositions as guides to petrogenesis. Two hours of lecture, four hours of lab. Prerequisites: GL 201 and 301. Geology staff. 4 sh. (Fall, 1973)

PALEONTOLOGY

- 403 Nature and origin of fossils: their biology morphology, paleo-ecology, taxonomy, and evolutionary history. Special emphasis on the role of fossils in geologic chronology and correlation. Geology staff. 4 sh. (Fall, 1972)

IV MEDICAL TECHNOLOGY (Course Prefis MT)

CLINICAL INTERNSHIP I

- 401 Lecture and laboratory work under the supervision of qualified laboratory staff of an accredited hospital school of medical technology in microbiology, blood bank and serology, hermatology, mycology, parasitology, histology, and clinical microscopy. Six hours of lecture per week with formal laboratory program. 16 sh. (June to November)

CLINICAL INTERNSHIP II

- 402 A continuation of MT 401. 16 sh. (December to May)

V PHYSICAL SCIENCES (Course Prefix PY)

PHYSICAL SCIENCE I

- 101 This is a conceptually rather than a mathematically oriented course with topics selected from physics (including motion, force, light and color, sound, and electricity). Laboratory experiences are an integral part of the course. Physical Sciences Staff. 3 sh. (Fall, Spring)

PHYSICAL SCIENCE II

- 102 A survey which seeks to investigate and interpret chemistry. Students pursuing major or minor programs in science may not elect this course. Laboratory experience is an integral part of the course. Chemistry Staff. 3 sh (Fall, Spring)

GENERAL PHYSICS I

- 103 The first semester of a year course in physics for which high school mathematics will provide sufficient background. Topics included are force and motion, gravitation, momentum and energy conservation, and heat. This course does not satisfy the requirement for those students concentrating or specializing in science and medical technology. Carr. 3 sh. (Fall)

GENERAL PHYSICS II

- 104 A continuation of PY 103. Topics included are: electricity, magnetism, atoms, spectra, nuclei, and elementary particles. Prerequisite: PY 101 or 103 and consent of instructor. Carr. 3 sh. (Spring)

PRINCIPLES OF PHYSICS I

- 201 An introduction to physics for students in the sciences. Topics include motion in one and two dimensions, Newton's laws (conservation of energy, momentum, and angular momentum), simple harmonic motion, calorimetry and heat transfer, thermodynamics. Concurrent registration in MA 107 or 201 recommended. Carr. 4 sh. (Fall)

PRINCIPLES OF PHYSICS II

- 202 Topics in electricity and magnetism; electromagnetic waves and physical optics (interference, diffraction and wave motion), introduction to wave mechanics and quantum phenomena, nuclear properties and elementary particles. Prerequisite: PY 201. Carr. 4 sh. (Spring)

EARTH SCIENCES

- 212 Topics are selected from astronomy, geology, meteorology, oceanography, and space sciences; including current space probes and exploration. Prerequisite: PY 101 or equivalent. Credit may not be earned in both PY 212 and PY 213, nor in both PY 212 and PY 216. Carr, Eby, and O'Brien. 3 sh. (Spring)

ASTRONOMY I

- 215 An introduction to the study of astronomy. Historical development, instruments, and solar system, stellay systems Laboratory and observation sessions. Physical sciences staff. 3 sh. (Spring, 1972, Fall, 1972)

ASTRONOMY II

- 216 A continuation of PY 215 with special emphasis on stellar systems and stellar evolution. Special topics and independent study. Prerequisite: PY 215. Physical sciences staff. 3 sh. (Spring, 1973)

METEOROLOGY

- 331 The physical laws and relationships that describe the state of the atmosphere. Topics include the thermodynamics of the atmosphere, weather prediction and modification, and climatology. Laboratory work is an integral part of the course. Prerequisite: consent of the instructor. Carr. 3 sh. (Fall, 1972)



VISUAL ARTS

Leo Panas, Chairman
Department of Visual Arts

The Department of Visual Arts offers a supporting concentration for students pursuing the degree of Bachelor of Arts and a minor area of study for students who may arrange this minor. A supporting second concentration in the Visual Arts consists of 30 semester hours and must conform to the requirements below.

1. Each of the following courses:

AH 201--Introduction to the Visual Arts
SA 211--Design I
SA 221--Drawing I

SA 241--Photography I
SA 321--Painting I
SA 351--Graphics I

2. Two courses selected from the courses listed below:

AH 202--Survey of Art
AH 211--American Art
AH 213--Art of Non-European Cultures

AH 221--20th Century Art
AH 223--Renaissance Art

3. Students intending to pursue the major concentration in Elementary Education are also required to take SA 331--Art and the Child. Such students should consult the Recommended course of Study for Elementary Education and Visual Arts Concentrators which appears in this catalogue under the Department of Education.
4. The remaining two courses required for the concentration may be selected from the course offerings of the Department.

A minor study in the Visual Arts consists of 18-24 semester hours of course work which is selected in consultation with the Visual Arts faculty or the Chairman of the Department. At least 6 semester hours must be selected from courses numbered "300" or above.

DEPARTMENTAL COURSE OFFERINGS:

I HISTORY OF ART (Course Prefix AH)

INTRODUCTION TO THE VISUAL ARTS

- 201 A study of the language of the visual arts
(108) emphasizing the visual methods that artists and architects have employed throughout history to express their thoughts, emotions, and reactions to life. Faudie. 3 sh. (Fall, Spring)

SURVEY OF ART

- 202 The origins and development of architecture, sculpture and painting are the main concerns of this study of the key monuments of western art. Selected examples of Greek, Byzantine, Medieval, Renaissance and Modern art are studied as embodiments of the ever-changing cultural Weltanschauung. Panas, Faudie, Weller, Woodman. 3 sh. (Fall, Spring)

AMERICAN ART FROM COLONIAL TIMES TO THE PRESENT

- 211 A survey of American painting, sculpture, architecture, and crafts from the early settlements to the 20th Century. Weller. 3 sh. (Fall, 1972)

ART OF NON-EUROPEAN CULTURES

- 213 An investigation of primitive art and its relationship to contemporary art and life. African, Oceanic and pre-Columbian art will be studied within the total cultural framework. Student understanding and involvement will be heightened by slides, movies, discussions and field trips. Weller. 3 sh. (Fall, Spring)

TWENTIETH CENTURY ART

- 221 A survey of the development of painting, (203) architecture and sculpture from the late nineteenth century to the present. Major examples of both European and American artists and architects will be included. Weller. 3 sh. (Fall, 1971)

RENAISSANCE AND BAROQUE ART

- 223 A course surveying the arts of Europe from (209) the 14th through the 17th centuries. Weller, Panas. 3 sh. (Fall, 1971)

II STUDIO AND LABORATORY COURSES
(Course Prefix SA)

DESIGN I

- 211 An integrated study of two and three-dimensional design principles and how they articulate structure, space and form. The development of visual ideas that relate to painting, sculpture, graphic arts and architecture. Griffith, Pinardi, Plummer. 3 sh. (Fall, Spring)

DESIGN II

- 212 Advanced study of three-dimensional design (328) principles and how they articulate structure, space, and form. Prerequisite: SA 211. Griffith. 3 sh. (Spring)

DRAWING I

- 221 A foundation course in experimental-techniques using a variety of media. Because (228) drawing and its application to the realm of ideas is basic to every form of art, a wide range of assignments are made to develop expression on an individual basis. Pinardi, Plummer. 3 sh. (Fall, Spring)

DRAWING II

- 222 A continuation of SA 221 with emphasis on the development of a personal statement through drawing. Pinardi, Plummer. 3 sh. (Spring, 1973)

PHOTOGRAPHY I

- 241 An introduction to photography with an (225) emphasis on photographic composition and pictorial elements. Basic darkroom techniques on black and white photography will be covered. Students learn to develop black and white film and to make black and white prints. Faudie. 3 sh. (Fall, Spring)

JEWELRY I

- 271 A practical application of design. Jewelry (223) making using copper enameling, wood and silver. Open to all students, but SA211 recommended for preparation. Plummer. 3 sh. (Fall)

PAINTING I

- 321 Acrylic painting and related media are (238) taught as vehicles for serious creative expression. The student is encouraged to explore subjects, styles and techniques that are of interest to him. Instruction is directed to the individual needs of each student. Griffith, Pinardi, Plummer. 3 sh. Fall, Spring)

PAINTING II

- 322 Students showing a high proficiency in painting are given increased freedom to expand their creative expression. Prerequisite: SA 321. Plummer, Pinardi. 3 sh. (Spring)

ART AND THE CHILD

- 331 A lecture-studio course that analyzes the (251) creative force in children and considers how such force can be directed toward a meaningful art expression. Griffith, Pinardi, Panas. 3 sh. (Fall)

FILM-MAKING

- 343 Deals with the basic mechanics of film (329) form, structure and grammar; how a movie is and can be made. Basic camera usage in Super 8 (sound and mixed media). Silent films and film history where relevant. Faudie. 3 sh. (Fall, Spring)

GRAPHICS I

- 351 An introduction to graphic techniques and (241) expression. The approach is creative rather than directed, emphasizing experimentation and exploration in many areas of print-making. Griffith. 3 sh. (Fall, 1971, Spring, 1972)

GRAPHICS II

- 352 An introduction to the methods of lithog- (326) raphy and etching. Emphasis is on design and printing techniques. Prerequisite: SA 351. Griffith. 3 sh. (Spring, 1973)

SCULPTURE

- 361 A course in three dimensional expression (231) using a variety of sculptural materials which will develop an understanding of the concepts of space and form as applied to personal expression in the plastic arts. Pinardi. 3 sh. (Fall)

DESIGN PROBLEMS

- 411 Explores ways of learning through seeing (261) by devising and analyzing two and three dimensional constructions. Purpose is to develop sensitivity and activity in a way which may benefit the learning process in all subject areas and the discovery of interdisciplinary relationships. Griffith. Panas. 3 sh. (Fall, 1972)

FABRIC DESIGN

- 415 Fundamental principles of color, line, and (234) form are applied to excellence of design in clothing and accessories. Study of current trends of fashion, followed by experimental work in printing, dying, batik, and other techniques as applied to decorative design. Griffith. 3 sh. (Fall, Spring)

WATERCOLOR

- 431 Aims to develop the student's ability to use (244) transparent and opaque water-colors and related media in a fresh and direct manner. A variety of techniques are explored within the capabilities of each individual. Plummer. 3 sh. (Fall, Spring)

ART PROBLEMS

- 491 Directed study in such studio areas as design, drawing, painting, photography, sculpture. May be repeated for credit. 3 sh. (By demand)

DIRECTED STUDIES IN ART I

- 491 A special problem in such studio arts as design, drawing, painting, photography, and sculpture is investigated through conference and studio work. Prerequisite; demonstrated proficiency in area selected for directed studies and consent of instructor. 3 sh. (By demand)

DIRECTED STUDIES IN ART II

- 492 A continuation of SA 491, which affords the highly talented student with an additional opportunity to pursue his previous problem in greater depth or to initiate an additional problem. Prerequisite: demonstrated proficiency in area selected for directed studies and consent of instructor. 3 sh. (By demand)



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